L 13 N4 Index 1857 1906

3 0300 00096 9830

L
13
N4
Index
1857-
1906

4308

SUBJECT TO LATE FINE

THE LIBRARY
HUMBOLDT STATE COLLEGE
ARCATA, CALIFORNIA

CAL POLY HUMBOLDT
DISCARDED

Date Due

OCT - 8 1990			

INDEX

INDEX

BY

AUTHORS, TITLES, AND SUBJECTS

TO THE

PUBLICATIONS

OF THE

NATIONAL EDUCATIONAL ASSOCIATION

FOR ITS

FIRST FIFTY YEARS

1857 TO 1906

COMPILED BY
MARTHA FURBER NELSON
LIBRARIAN, STATE NORMAL AND MODEL SCHOOLS
TRENTON, N. J.

1907
Published by the Association
SECRETARY'S OFFICE, WINONA, MINN.

L
13
N4
Index
1857/1906

Printed By
The University of Chicago Press
Chicago, Illinois, U. S. A

INTRODUCTION

This Index is intended to include authors, titles, and subjects only; no attempt at analysis of leading articles has been made, tho such analytical subject-entries in the Index of 1897 as appeared to be of value have been retained.

The figures printed in full-face type indicate the volume, each volume bearing the number of the year of the meeting whose *Proceedings* it contains; *e. g.*, **92**:793–98 means pp. 793–98 of the *Proceedings* of the meeting held in 1892.

The *Proceedings of the Department of Superintendence* for several years were published only in pamphlet form by the U. S. Bureau of Education and have a separate pagination; these *Reports* are designated by a + preceding the year number; *e. g.*, +**84**:21 means p. 21 of the *Proceedings of the Department of Superintendence* for 1884. The *Proceedings* of this Department for 1877 are published as an Appendix to the volume for 1879, but they are indexed as +**77**, the year of the meeting being deemed more important than the accidental date of publication.

The names of authors are printed in SMALL CAPITALS; an * indicates that the article is illustrated; a : separates the volume from the page numbers; the volume number is sometimes omitted when the page numbers belong in the same volume with those immediately preceding, in the same entry.

Five special *Reports* published by the Association, but not included in any volume of *Proceedings* are included in this Index, viz.:

Report of Committee of Ten on Secondary School Studies, 1894, referred to as **Com. Ten, 94.**

Report of Committee on Industrial Education in Rural Communities, July, 1905, referred to as **Com. Indust., 05.**

Report of Committee on Salaries, Tenure of Office, and Pensions of Teachers, July, 1905, referred to as **Com. Sal., 05.**

Report of Committee on Taxation at Related to Public Education, July, 1905, referred to as **Com. Tax., 05.**

Report of Committee on Instruction in Normal Schools in Library Administration, May, 1906, referred to as **Lib. Adm., 06**

The compiler gratefully acknowledges her indebtedness for counsel and assistance, especially in reading proof, to Charles Alex. Nelson, Head Reference Librarian, Columbia University.

INDEX

A

A B C of reference work, The (W. I. Fletcher) 01:847–49

Abbott, Rev. Lyman.—The democracy of learning, 97:190–94

Abbott, William R.—Profession of teacher, 74:23–42

Aber, W., Discussion on Morals and manners of students, 03:536

Abercrombie, Daniel Webster.—Science in secondary schools, 93:199–204

Abernethy, Alonzo.—Report on Education at the Centennial, 75:92–94; Resolutions, 95; Discussion on Centennial Exposition, +75:73–74

Abnormalities in children, Minor mental (W. O. Krohn) 98:162–72

Aborn, Frank.—Drawing, a new method, 90:858–65*; Highest office of drawing, 91:470–80*

Academic and normal schools, Relation of (T. H. Kirk) 88:503–12

Academic and professional training, Discussion of the Report on, 89:400–3

Academic side of normal school work (H. Johnson) 03:577–82

Academic studies in normal schools, 89: 394–99; Discussion, 400–3

Academies, History of, 74:43

—— needed, 80:145

—— New England, 95:995

—— Report of Committee on, 85:447–58

—— Usefulness of, 73:43, 49; +79:158

Academy, Exeter, program, +88:103

Academy, Place and function of the [Report] (W. A. Mowry) 85:447–55; Discussion, 455–58

Academy, Proper scope of geological teaching in the (W. N. Rice) 03:853–56

Academy, Worcester, 93:203, 207

Accent and time language, 88:649

Accession-book for libraries, 06:248–49; Lib. Adm. 06:38–39

Accredited schools, Report of Committee on (G. N. Carman) 02:500–3; Discussion: J. F. Brown, G. N. Carman, W. W. Folwell, L. H. Ford, J. C. Hutchinson, F. P. Keppel, G. W. Knight, T. Nicholson, E. V. Robinson, C. A. Smith, J. L. Snyder, 503–5

Accuracy, 92:666; effect on children, 90: 745

Ackley, Warren N.—True American idea of labor, 88:238–43

Act of Incorporation, 06:4–5; 21–24

Act to incorporate The National Education Association of the United States, 06: 21–24

Adams, Mrs. Carrie B.—The next step: What shall it be? 98:848–55

Adams, Cecelia.—Hindrances to the development of language, 02:412–17

Adams, Charles Francis, Jr.—Development of superintendency, 80:61–76; quoted, 83:85; Study of Greek for A.B. degree, 93:129; Discussion on Teaching physics, 01:593–594

Adams, Charles Kendall.—College dormitories, 79:101–7; Educational exhibit of 1892, 90:403–4; Practical education, 94:134–36

Adams, Herbert B.—The state and higher education, +89:262–77

Addams, Jane.—Child labor [an abstract] 05:259–61; Foreign-born children in the primary grades, 97:104–12

Addicott, James E.—Art as related to manual training, 06:207–14; Correlation of manual training with other branches of study, 99:923–28

Addresses delivered on Colored Education Day at New Orleans Exposition, +85: 124–46

Addresses delivered on Education Day at New Orleans Exposition, +85:97–123

Addresses of welcome, *see* Welcome, Addresses of

Addresses, Resolution on: not to be read in absence of author, 77:23; 96:22; Report of Committee on Volunteer (J. L. Pickard) 90:300

Adenoids, Method of recognizing, 05:761

Adequate leadership, progressive teachers, and fewer subjects (C. G. Pearse) 05: 184–87; Discussion: C. F. Carroll, 188

Adler, Felix.—Technical education as means of culture, 84:308–18

Administration, List of articles on, 1866 to 1905, 06:723–26

Administration, Normal school, 99:864–68

—— of graded schools (L. D. Harvey) 1900:203–10; Discussion: Alfred Bayliss, 210–14

—— of high-school principal (W. B. Gunnison) 05:452–54

Allen, Robert, Remarks on Kansas, 86:239–40

Allensworth, Allen.—Military education in U. S., 91:221–34

Allievo, Giuseppe.—Division of labor in the university, 93:109–11

Allin, Arthur, Discussion on Public libraries and schools, 99:275

Allison, David.—Address of welcome, 91:63–65; Discussion on Manual training, 87:229

Allyn, Robert.—Education of girls, 91:375–78; Religious motives in moral education, 87:383–91; Discussions on: Academic and professional training, 89:403; Compulsory education, 91:299–301

Allyn, Robert, Obituary notice of (E. C. Hewett) 94:247–48

Alphabet, Origin of the (J. Enthoffer) +75:52–55

Alphabet, Phonetic (Z. Richards) 60:46–54

—— —— Need of a, 06:154–56

—— —— The new (G. Hempl) 06:192–97

Alphabetizing, 06:256–57; **Lib. Adm.** 06:46–47

Altruism as a law of education (A. Tompkins) 02:256–59

Amanuensis, The education of the (S. A. Moran) 02:691–96

America, The English ideal of education and its debt to (M. E. Sadler) 02:75–83

—— State aid to higher education in Europe and (J. Swain) 1900:457–62

—— What France owes to, in the matter of education (J. J. Gabriel Compayré) 06:417–20

American Association for the Advancement of Education (Will S. Monroe) 06:471–74

American Association for the Advancement of Science (L. O. Howard) 06:475–78; Constitution of the Council, 478

American citizen, Proper education of an (G. N. Grisham) 98:272–76

American colleges and universities (D. C. Gilman) 93:94–104

American colonies, State aid to education in, 1900:459

American education, for the American people (J. P. Wickersham) 66:23–43

—— Fifty years of (E. E. Brown) 06:328–41

—— Function of the land grant college in (W. M. Beardshear) 1900:473–79

—— Organization of (W. D. Hyde) 92:217–29

—— The part of the manual-training high school in (H. S. Pritchett) 03:71–77

American educational exhibit at the International Exposition of 1892 (John Eaton and others) 90:391–431

American educational exhibit at the St. Louis Exposition (E. O. Lyte) 05:167–73

American educational history, Lessons from (A. D. Mayo) 98:223–28

American farmer, Education of the (James Wilson) 02:93–100

American Historical Association, Report of the Committee of Seven on College Entrance Requirements, 99:755–64

American history, Shall (it) be taught in cross-sections or parallels? (J. M. Greenwood) 97:157–59

—— Study of, as a training for good citizenship (J. Baldwin) 95:139–42

American idea of labor (W. N. Ackley) 88:238–43

American Indian, Music of the (Natalie Curtis) 05:933–34

American Institute of Instruction (A. E. Winship) 06:457–63

American Journal of Education, Dr. Barnard's (W. S. Monroe) 93:822–24

American laborer, What the schools should teach the (G. H. Howison) 88:243–49

American Library Association (Melvil Dewey) 06:479–90; 270–72; **Lib. Adm.**, 06:60–62; Constitutional provisions, 06:484–85; meetings since 1896, 06:483; Object of, 483

—— —— Report of Joint Committee of, and N. E. A. on Instruction in library administration in normal schools (E. G. Baldwin) 06:215–81; **Lib. Adm.**, 06:1–71

A. L. A. Catalog, 06:487

A. L. A. Publishing Board, 06:486; Publications of, 271–72; **Lib. Adm.**, 06:61–62

American Library Institute, 06:486–87

American literature (B. Matthews) 96:95–105

American Lyceum Association (Will S. Monroe) 06:465–67

American Mathematical Society, Chicago section, Report of the Committee on College Entrance Requirements, 99:764–78

American navy, Education in the (C. F. Goodrich) 04:120–27

American Normal School Association, 66:81–139; 69:32–36; 70:5–88; reorganized as Department of Normal Schools, 06:524

American people, Art education for the, as shown at the Louisiana Purchase Exposition (A. V. Henkel) 04:670–74

American Philological Association, Report of the Committee of Twelve on the study of Latin, **96**:560–61; on Latin and Greek for secondary schools, **99**:678–705

American public education, List of articles on, 1859 to 1905, **06**:661–63

American revision of foreign textbooks (C. HARRISON) **77**:106–21

American universities and the national life (A. S. DRAPER) **98**:103–22

American university, An apology for the (D. S. JORDAN) **99**:213–25

Americanism (F. BELLAMY) **92**:61–67, 143

AMES, D. T.—Handwriting of the future, **94**:976–80

AMES, JAMES BARR.—Requirements for admission to professional schools, **93**:112

AMOS, WILLIAM J.—An ideal business college, **94**:971–76

Amos Tuck School of Administration and Finance, **05**:692, 698

Anagnos, M., Discussion on Kindergarten in social work, **03**:383–85

ANAGOSTOPOULOS, M.—The Greek language, Sup. **70**:13–16

Analogies, Biological, in reasoning on educational subjects (W. T. HARRIS) **02**:215–21

Analytical index to Report of Committee of Ten on Secondary School Studies, **Com. Ten, 94**:vii–xii

Ancient history, What facts in, should be taught in secondary schools (D. S. MUZZEY) **05**:461–66

ANDERSON, J. M.—Business education, **02**:681–86

ANDERSON, JAMES W.—Address of welcome, **88**:47

Anderson, W. H., Discussions on: Organization *vs.* originality, **90**:238–41; Public school system, **92**:205; State supervision, +**87**:173

ANDERSON, WILLIAM E.—Supply of teachers, **94**:422–30; Discussion on Music and discipline, **92**:521; Remarks, +**89**:152

ANDERSON, WILLIAM G.—Physical training for the mass of students, **03**:837–43; Discussion on Physical education, **92**:372

ANDERSON, WOODFORD D.—Should colleges and universities educate men for business? **1900**:549–55

ANDREWS, CHARLES M.—History and morals, **94**:397–409

ANDREWS, E. BENJAMIN.—General tendency of college athletics, **04**:549–57; Simpler spelling; what can be most wisely done to hasten it, **06**:148–53

ANDREWS, ISRAEL WARD.—Classical studies in an American education, **68**:17–22; Discussion on The college, **68**:23; *In memoriam* Mark Hopkins, **87**:661–64; Ordinance of 1787, **87**:120–88; Political science, **81**:181–89; Discussions on: Common school studies, **81**:28; Moral training, **86**:138

Andrews, Israel Ward, Memorial address on (J. EATON) **88**:266

Andrews, W. E., Discussion on Physical science, **02**:477

ANGELL, GEORGE T.—Bands of mercy, +**84**:133–42; Communication from Massachusetts Society for Prevention of Cruelty to Animals, **87**:46; Importance of teaching kindness to animals, +**85**:87–92

ANGELL, JAMES B.—Address as president of International Congress of Education, **93**:32, 34–37; Address of welcome, **01**:56; Closing address, **93**:164–67; Coeducation in relation to other types of college education for women, **04**:548; *In memoriam* Dr. Burke Aaron Hinsdale, **01**:387–90; Relation of university to public education, **87**:146–51; Discussion on Relation of the higher to public education, **87**:175–78

Anglo-Saxon correct term, **76**:123–24

Anglo-Saxon language and literature, Study of the (J. M. GARNETT) **76**:141–56

Animal pets in the kindergarten, Value of (A. E. HARVEY) **04**:432–37

Anna T. Jeanes Fund for the Assistance of Negro Rural Schools in the South, **06**:494–95

ANTHON, CHARLES.—Letter on Greek pronunciation, **64**:171

Anthropometric studies in Nebraska (W. W. HASTINGS) **99**:1076–84

Antioch College, Horace Mann at, **96**:72–74

APGAR, E. A.—Technical education, +**79**:25–38; Discussion on School organization of a state, +**77**:106

Apology for the American university, An (D. S. JORDAN) **99**:213–25

Apperception, Report on, **92**:805–6; **95**:541–42; **96**:327, 389

Appliances, school, Report on Exhibit of (J. ALLEN) **87**:713–18

Applied design, The teaching of (J. P. HANEY) **05**:615–23; Discussion: Mrs. I. H. Clark, J. Hall; 623–25

Applied geography, illustrated from the Louisiana Purchase (A. G. CLEMENT) **04**:853–57

Apportionment of money for maintenance of city-school systems (J. M. GREENWOOD) **Com. Tax., 05**:10–31

Appreciation and development of the individual (Miss R. A. MORRIS) **97**:871–73

Apprentice system, **77**:13; +**79**:34; +**80**:27; (L. S. THOMPSON) **81**:246–51; **82**:152; (T. HAMPSON) **85**:151–59

Appropriations, Petitions for, referred to Executive Committee and Trustees, **97**:35

Arbor day (J. B. PEASLEE) +**84**:44–54; (B. G. NORTHROP) +**84**:55–59; Celebration of, +**86**:142; Report on, **92**:247

ARCHER, HENRY P.—Address of welcome, **1900**:48–49

Architecture: Educational influence of public out door art (G. E. GAY) **04**:665–66

—— List of articles on, 1869 to 1905, **06**:663

—— Needed legislation in school (C. B. J. SNYDER) **05**:843–49; Discussion: J. A. Hartpence, 849–51

—— of the Exposition (G. J. ZOLNAY) **04**:167–72

—— Recent progress in school (D. SEYMOUR) **05**:836–42; Discussion: E. H. Arnold, 842–43

—— Rural school (J. W. OLSEN) **06**:141–48*

—— School (J. E. HAMMOND) **97**:306–9; (F. L. SOLDAN) **98**:523–24; (D. H. BERGEY) **98**:524–32

—— —— of St. Louis (W. B. ITTNER) **04**:901–7

—— Schoolhouse (C. H. PARSONS) **1900**:610–18

ARDLEY, HENRY T.—Art instruction in the university, **99**:961–66

Are educational journals educational? (W. G. BRUCE) **99**:208–10

Arey, Oliver, Discussion on Course of study for normal schools, **70**:27

Argentine Republic, Education in the (D. J. SARMIENTO) **66**:77–80; (G. V. DORNA) **76**:73–75

Argument for industrial education in school for rural communities, **Com. Indust.**, **05**:10–20

Argumentation, **88**:414

Argumentative discourse, Teaching of, in elementary schools (G. P. BAKER) **03**:460–66; (C. S. HATWELL) **03**:466–70

Aristotle, Metaphysics of (A. F. HEWIT) **93**:700–2

Arithmetic, Application of, to physical science (W. M. MILLER) **88**:379–82

—— Change of name, **94**:335

—— College entrance requirements in, **99**:768–69

—— Distribution of, in the grades and secondary school, **99**:774–76

—— Essentials of, **95**:333; **96**:797

—— for little children, **68**:59; **86**:164, 465

—— How to teach; **89**:397; +**89**:245; **90**:833

—— Imagination in (F. H. HALL) **97**:621–28; Discussion: Newell D. Gilbert, **97**:628

——Mental, **95**:334

—— The new (J. H. TEAR) **97**:630–36; Discussion: Henry C. Cox, **97**:636

—— Rational method of number work (F. B. GINN) **88**:392–99

—— School and business (E. W. STITT) **1900**:566–72

—— Study of, **74**:282; **80**:122; +**82**:83; **95**:296

—— The teaching of (SIMON NEWCOMB) **06**:86–99; Discussion: R. J. Aley, 99–102

—— Teaching of, in elementary schools (M. A. BAILEY) **05**:380–87; Discussion: J. W. Cook, 387

—— Uselessness of, as taught, **80**:114; **81**:24, 85, 106; +**82**:87; **92**:617, 620

ARMS, S. DWIGHT.—Science instruction in the state of New York, **01**:791–96

Armstrong, Allen, Obituary of, **89**:45

ARMSTRONG, JOHN W.—Philosophy of methods, **71**:99–103; Principles and methods in a normal course, **71**:148–51; Science in common schools, **74**:269–73

ARMSTRONG, SAMUEL CHAPMAN.—Education of Indians, **84** pt. II:177–80; Indian Education, +**84**:40–43; Normal-school work among the freedmen, **72**:174–81; Remarks, +**83**:63–64

ARNOLD, E. HERMANN.—The importance of walking as a school exercise, **04**:804–6; Importance of the school yard for the physical well-being of the children, **05**:756–60; Discussions on: German gymnastics, **97**:889; School architecture, **05**:842

ARNOLD, FANNIE.—Songs for children, **95**:793–95

Arnold, Matthew, quoted, footnote **88**:62; Spelling reform, **91**:152

ARNOLD, SARAH LOUISE.—Duties and privileges of the supervisor, **98**:228–36; Music in relation to other studies, **95**:788–90; Nature-study and literature, **95**:570–72; Primary work, **95**:279–86; Kindergarten and primary work, 557–60; Discussions on: Music, **98**:855; Supervision by the supervised, **97**:236; Test of teacher's work, **95**:228

Arnold, Thomas, Manner of teaching of, **90**:104

Art and drawing in education (W. SMITH) **79**:191–202

Art and education as related to the public school [Discussion] (C. J. BAXTER) **97**:275–78

Art and industrial education, Report of Committee on, **84** pt. I:95

Art and literature in our schools (W. T. HARRIS) **97**:261–68

Art and manual training, Co-operation between (H. PEYSER) **02**:571–76*

Art as an educational factor (J. L. HUGHES) **02**:581–89

—— as related to manual training (J. E. ADDICOTT) **06**:207–14

—— Cause and cure of unresponsiveness to, in children (C. DEGARMO) **01**:549–55; Discussion: G. Gunton, Miss R. Selleck, 555

—— Course of study in, for normal schools, **84** pt. II:357–61; Table, 352–53

—— —— for public schools, **84** pt. II:347, 357–60; Table, 348–49

—— Department of, at Purdue University, **84** pt. I:96

—— Does study of, concern the public schools (Mrs. M. D. HICKS) **93**:487–91

—— Economic basis of (C. DEGARMO) **01**:549–55; Discussion: G. Gunton, Miss R. Selleck, 555

—— Education in the appreciation of (W. B. CRAIG) **02**:521–28

—— Educational value of the tragic *vs.* the comic in (W. T. HARRIS) **98**:396–403

—— for the eye (R. TURNER) **96**:670–78

—— Function of, in the education of the American citizen (W. O. PARTRIDGE) **98**:819–31

—— Historic ornament in (H. T. BAILEY) **88**:602–7

—— in education (E. E. BROWN) **99**:112–21

—— in everything (F. W. PARKER) **1900**:509–14

—— in magazines (J. C. DANA) **95**:814–21

—— in public schools (J. MACALLISTER) **91**:456–66

—— in the schoolroom through decoration and works of art (L. S. THOMPSON) **96**:678–84; The Madonna (S. SKINNER) 685–92; Discussion, 692–93

—— Methods for cultivation of taste in (J. M. HOPPIN) **93**:476–86

—— Moral value of (ADA M. LAUGHLIN) **90**:141–49

—— National school of, **85**:280

—— not servant of science, but its complement (Miss W. SEEGMILLER) **96**:702–7; (M. V. O'SHEA) **96**:708–15

—— Place of, in general education (J. S. CLARK) **95**:830–46

—— Primary, grammar, and high-school work in, Report on, **88**:713–14

—— Relation of, to education (G. BIBB) **75**:32–41

—— Report of Committee on Course of Study in, **84** pt. II:345–61

—— Report on Form and color in (H. J. CARTER) **90**:58–61

—— Study of, Discussion: E. Fenollosa, G. L. Schreiber, J. W. Stimson, **93**:472–73

—— Teaching of (D. W. Ross) **03**:666–70

—— Utility and value of, in high school (C. SULLIVAN) **90**:640–45

—— Works of great masters (A. EMERSON) **93**:473–75

Art education, Beginning of (T. W. BICKNELL) **84** pt. II:60–62

—— Conditions underlying, in European and American schools (W. S. PERRY) **91**:765–76

Art education, Department of: Organization, **83**:xx; **84** pt. II:334–61; **85**:275–310; **86**:423–77; **87**:553–604; **88**:595–622; **89**:639–61; **90**:789–807; **91**:762–806; **92**:479–505; **93**:458–506; **94**:893–924; **95**:808–61; **96**:666–716; **97**:755–71; **98**:787–831; **99**:932–69; **1900**:505–30; **01**:683–703; **02**:580–614; **03**:665–81; **04**:631–74; **05**:591–625

—— —— Presidents' addresses, Art Department (O. FUCHS) **85**:273–83; (G. H. BARTLETT) **88**:595–98; (L. H. THOMPSON) **89**:641–46; (F. H. COLLINS **92**:479–81; (W. S. GREENOUGH) **96**:668–70; (W. A. MASON) **99**:933–39; (B. E. SNOW) **01**:684–85; (L. S. THOMPSON) **84** pt. II:336–44

Art education, The economic value of (F. W. COBURN) **01**:685–92

—— for the American people, as shown at the Louisiana Purchase Exposition (A. V. HENKEL) **04**:670–74; (Mrs. M. E. RILEY) **04**:654–58

—— High aim in (A. H. MUNSELL) **88**:614–22

—— in England, Organization for (P. ATKIN) **04**:659–65

—— in French schools, **91**:767–68; in German schools, 768–69; in Italy, 769–71

—— in high and normal schools (J. A. GREENE) **99**:953–59; Discussion: F. E. Ransom, 959–61

—— in relation to manual training (E. F. FENOLLOSA) **02**:564–70

—— List of articles on, 1869 to 1905, **06**:664–66

—— Preliminary report of the Committee of Ten, on Elementary (L. S. THOMPSON) **99**:966–69

Apprentice system, **77**:13; +**79**:34; +**80**:27; (L. S. THOMPSON) **81**:246–51; **82**:152; (T. HAMPSON) **85**:151–59

Appropriations, Petitions for, referred to Executive Committee and Trustees, **97**:35

Arbor day (J. B. PEASLEE) +**84**:44–54; (B. G. NORTHROP) +**84**:55–59; Celebration of, +**86**:142; Report on, **92**:247

ARCHER, HENRY P.—Address of welcome, **1900**:48–49

Architecture: Educational influence of public out door art (G. E. GAY) **04**:665–66

—— List of articles on, 1869 to 1905, **06**:663

—— Needed legislation in school (C. B. J. SNYDER) **05**:843–49; Discussion: J. A. Hartpence, 849–51

—— of the Exposition (G. J. ZOLNAY) **04**:167–72

—— Recent progress in school (D. SEYMOUR) **05**:836–42; Discussion: E. H. Arnold, 842–43

—— Rural school (J. W. OLSEN) **06**:141–48*

—— School (J. E. HAMMOND) **97**:306–9; (F. L. SOLDAN) **98**:523–24; (D. H. BERGEY) **98**:524–32

—— —— of St. Louis (W. B. ITTNER) **04**:901–7

—— Schoolhouse (C. H. PARSONS) **1900**:610–18

ARDLEY, HENRY T.—Art instruction in the university, **99**:961–66

Are educational journals educational? (W. G. BRUCE) **99**:208–10

Arey, Oliver, Discussion on Course of study for normal schools, **70**:27

Argentine Republic, Education in the (D. J. SARMIENTO) **66**:77–80; (G. V. DORNA) **76**:73–75

Argument for industrial education in school for rural communities, **Com. Indust.**, **05**:10–20

Argumentation, **88**:414

Argumentative discourse, Teaching of, in elementary schools (G. P. BAKER) **03**:460–66; (C. S. HATWELL) **03**:466–70

Aristotle, Metaphysics of (A. F. HEWIT) **93**:700–2

Arithmetic, Application of, to physical science (W. M. MILLER) **88**:379–82

—— Change of name, **94**:335

—— College entrance requirements in, **99**:768–69

—— Distribution of, in the grades and secondary school, **99**:774–76

—— Essentials of, **95**:333; **96**:797

—— for little children, **68**:59; **86**:164, 465

—— How to teach; **89**:397; +**89**:245; **90**:833

—— Imagination in (F. H. HALL) **97**:621–28; Discussion: Newell D. Gilbert, **97**:628

——Mental, **95**:334

—— The new (J. H. TEAR) **97**:630–36; Discussion: Henry C. Cox, **97**:636

—— Rational method of number work (F. B. GINN) **88**:392–99

—— School and business (E. W. STITT) **1900**:566–72

—— Study of, **74**:282; **80**:122; +**82**:83; **95**:296

—— The teaching of (SIMON NEWCOMB) **06**:86–99; Discussion: R. J. Aley, 99–102

—— Teaching of, in elementary schools (M. A. BAILEY) **05**:380–87; Discussion: J. W. Cook, 387

—— Uselessness of, as taught, **80**:114; **81**:24, 85, 106; +**82**:87; **92**:617, 620

ARMS, S. DWIGHT.—Science instruction in the state of New York, **01**:791–96

Armstrong, Allen, Obituary of, **89**:45

ARMSTRONG, JOHN W.—Philosophy of methods, **71**:99–103; Principles and methods in a normal course, **71**:148–51; Science in common schools, **74**:269–73

ARMSTRONG, SAMUEL CHAPMAN.—Education of Indians, **84** pt. II:177–80; Indian Education, +**84**:40–43; Normal-school work among the freedmen, **72**:174–81; Remarks, +**83**:63–64

ARNOLD, E. HERMANN.—The importance of walking as a school exercise, **04**:804–6; Importance of the school yard for the physical well-being of the children, **05**:756–60; Discussions on: German gymnastics, **97**:889; School architecture, **05**:842

ARNOLD, FANNIE.—Songs for children, **95**:793–95

Arnold, Matthew, quoted, footnote **88**:62; Spelling reform, **91**:152

ARNOLD, SARAH LOUISE.—Duties and privileges of the supervisor, **98**:228–36; Music in relation to other studies, **95**:788–90; Nature-study and literature, **95**:570–72; Primary work, **95**:279–86; Kindergarten and primary work, 557–60; Discussions on: Music, **98**:855; Supervision by the supervised, **97**:236; Test of teacher's work, **95**:228

Arnold, Thomas, Manner of teaching of, **90**:104

Art and drawing in education (W. SMITH) **79**:191–202

Art and education as related to the public school [Discussion] (C. J. BAXTER) **97**:275–78

Art and industrial education, Report of Committee on, **84** pt. I:95

Art and literature in our schools (W. T. HARRIS) **97**:261–68

Art and manual training, Co-operation between (H. PEYSER) **02**:571–76*

Art as an educational factor (J. L. HUGHES) **02**:581–89

—— as related to manual training (J. E. ADDICOTT) **06**:207–14

—— Cause and cure of unresponsiveness to, in children (C. DEGARMO) **01**:549–55; Discussion: G. Gunton, Miss R. Selleck, 555

—— Course of study in, for normal schools, **84** pt. II:357–61; Table, 352–53

—— —— for public schools, **84** pt. II:347, 357–60; Table, 348–49

—— Department of, at Purdue University, **84** pt. I:96

—— Does study of, concern the public schools (Mrs. M. D. HICKS) **93**:487–91

—— Economic basis of (C. DEGARMO) **01**:549–55; Discussion: G. Gunton, Miss R. Selleck, 555

—— Education in the appreciation of (W. B. CRAIG) **02**:521–28

—— Educational value of the tragic *vs.* the comic in (W. T. HARRIS) **98**:396–403

—— for the eye (R. TURNER) **96**:670–78

—— Function of, in the education of the American citizen (W. O. PARTRIDGE) **98**:819–31

—— Historic ornament in (H. T. BAILEY) **88**:602–7

—— in education (E. E. BROWN) **99**:112–21

—— in everything (F. W. PARKER) **1900**:509–14

—— in magazines (J. C. DANA) **95**:814–21

—— in public schools (J. MACALLISTER) **91**:456–66

—— in the schoolroom through decoration and works of art (L. S. THOMPSON) **96**:678–84; The Madonna (S. SKINNER) 685–92; Discussion, 692–93

—— Methods for cultivation of taste in (J. M. HOPPIN) **93**:476–86

—— Moral value of (ADA M. LAUGHLIN) **90**:141–49

—— National school of, **85**:280

—— not servant of science, but its complement (Miss W. SEEGMILLER) **96**:702–7; (M. V. O'SHEA) **96**:708–15

—— Place of, in general education (J. S. CLARK) **95**:830–46

—— Primary, grammar, and high-school work in, Report on, **88**:713–14

—— Relation of, to education (G. BIBB) **75**:32–41

—— Report of Committee on Course of Study in, **84** pt. II:345–61

—— Report on Form and color in (H. J. CARTER) **90**:58–61

—— Study of, Discussion: E. Fenollosa, G. L. Schreiber, J. W. Stimson, **93**:472–73

—— Teaching of (D. W. ROSS) **03**:666–70

—— Utility and value of, in high school (C. SULLIVAN) **90**:640–45

—— Works of great masters (A. EMERSON) **93**:473–75

Art education, Beginning of (T. W. BICKNELL) **84** pt. II:60–62

—— Conditions underlying, in European and American schools (W. S. PERRY) **91**:765–76

Art education, Department of: Organization, **83**:xx; **84** pt. II:334–61; **85**:275–310; **86**:423–77; **87**:553–604; **88**:595–622; **89**:639–61; **90**:789–807; **91**:762–806; **92**:479–505; **93**:458–506; **94**:893–924; **95**:808–61; **96**:666–716; **97**:755–71; **98**:787–831; **99**:932–69; **1900**:505–30; **01**:683–703; **02**:580–614; **03**:665–81; **04**:631–74; **05**:591–625

—— —— Presidents' addresses, Art Department (O. FUCHS) **85**:273–83; (G. H. BARTLETT) **88**:595–98; (L. H. THOMPSON) **89**:641–46; (F. H. COLLINS **92**:479–81; (W. S. GREENOUGH) **96**:668–70; (W. A. MASON) **99**:933–39; (B. E. SNOW) **01**:684–85; (L. S. THOMPSON) **84** pt. II:336–44

Art education, The economic value of (F. W. COBURN) **01**:685–92

—— for the American people, as shown at the Louisiana Purchase Exposition (A. V. HENKEL) **04**:670–74; (Mrs. M. E. RILEY) **04**:654–58

—— High aim in (A. H. MUNSELL) **88**:614–22

—— in England, Organization for (P. ATKIN) **04**:659–65

—— in French schools, **91**:767–68; in German schools, 768–69; in Italy, 769–71

—— in high and normal schools (J. A. GREENE) **99**:953–59; Discussion: F. E. Ransom, 959–61

—— in relation to manual training (E. F. FENOLLOSA) **02**:564–70

—— List of articles on, 1869 to 1905, **06**:664–66

—— Preliminary report of the Committee of Ten, on Elementary (L. S. THOMPSON) **99**:966–69

Art education, Relation of library to, in schools (W. H. SMILEY) 97:1038–43
—— Report on (W. S. PERRY) 96:694–701
—— Report of the Committee of Ten on Elementary, 02:594–614
—— Report of the Committee on the Relation of the Library to, 98:812–19
—— the true industrial education (W. T. HARRIS) 89:647–55
Art education and manual training (J. L. TADD) 94:900–6
Art exhibit, at N. E. A. meetings, 84:82; 86:458–62; 87:699–711; 88:699–703; Report of Committee on, 88:720–22; 89: 52–54; 90:52–71
—— at New Orleans, 85:527
—— Influence of a great exposition as an art educator (J. F. HOPKINS) 04:632–37
—— Lesson of the, of N. E. A. (J. C. LOCKE) 87:707
Art instinct, Development of the (J. W. STIMSON) 93:466–72
Art instruction, Aim of (C. SULLIVAN) 92:499–505
—— as related to manual work (A. V. CHURCHILL) 03:635–40; Discussion: F. H. Daniels, J. F. Hopkins, L. W. Turner, 641–44
—— in normal schools (E. H. PERRY) 92:482–95
—— in the university (H. T. ARDLEY) 99: 961–66
Art museum, Influence of, on civic life (E. H. WUERPEL) 04:637–43
Art school, Influence of, on civic life (E. H. WUERPEL) 04:637–43
—— Lowell School of Design, Boston, 84 pt. 1:97
—— Manual Training School, St. Louis, 84 pt. 1:98
—— Mass. Normal Art School, 73:94; 87:702; 88:704
Art teaching in our schools (W. H. MAXWELL) 97:268–75
Artistic handicraft in primary and intermediate grades (H. M. MAXWELL) 01: 654–56
Artistic simplicity of child work (A. HOFER) 92:279–85
Arts and Science, Congress of, 05:305–06
Ashley, —, Supt. Troy, Discussion on Ethical culture, 92:116
Ashley, S. S., Discussion on Free public instruction in North Carolina, 69:12
ASHLEY, W. H.—Education of the Mexican, 86:222–28
ASHMORE, OTIS.—Elimination of the grammar school, 1900:424–26; Discussion on Supervision of southern public schools, 98:328
Assistant to the superintendent, The, his functions and methods of work (A. E. REYNOLDS) 04:264–71
Association of American Geologists, 06: 474–75
Association of American Geologists and Naturalists, 06:475–77
Associations of parents of deaf children, Organization of (Mrs. H. M. HEFFERAN) 02:848–50; Discussion: A. G. Bell, Mary McCowen, W. D. Parker, J. H. Stout, 850
Astronomy and drawing, 87:602
—— in common schools, 94:433–34
At what age should the student begin business subjects; Discussion: E. W. Stitt, E. N. Bonnell, 02:666–69
ATHERTON, G. W.—Relation of general government to education, 73:60–73; Remarks, Japanese indemnity fund, 73:13; Agricultural colleges, 47; Reply to attack, 77–80
Athletics and collateral activities in secondary schools (F. D. BOYNTON) 04:206–14
—— Character in (W. H. P. FAUNCE) 04:558–64
—— College, 92:402
—— —— Control of, by faculty (G. W. PEPPER) 94:808–15
—— —— The effects of, on the morale of the college (F. STRONG) 04:564–65
—— —— General tendency of (E. B. ANDREWS) 04:549–57
—— —— Improvement in (B. P. RAYMOND) 93:142–44
—— —— Regulation of (R. T. MCKENZIE) 93:636–41
—— —— Report on, 96:437–38
—— School, Round-Table Conference of Principals on, 02:485–88
—— Waste in (W. M. BEARDSHEAR) 02: 60–61; *See also* Physical education
ATKIN, PERCY.—Organization for art education in England, 04:659–65; Popular education in England, 04:83–89
Atkins, S. G., Discussion on Normal schools in the South, 89:607–8
ATKINSON, FRED W.—A year's study of the entering pupils of the Springfield, Mass., High School, 98:903–10
Atkinson, George Francis, Botany, 95: 954; 96:958
ATKINSON, GEORGE H.—Preparation fo citizenship, 88:114–22
Atkinson, W. D., Discussion on Patriotism, 91:115

ATKINSON, WILLIAM P.—Liberal education of the nineteenth century, **73**:141–63; Place of classical studies in an American education, **66**:59–70; Remarks on A national university, **73**:59

Atomic theory, **96**:953–54

Attendance at high school, How to increase: Influence of teachers, **03**:809; Self-direction, **03**:808

Attendance of boys at the high school, How to increase the (J. K. STABLETON) **03**: 801–7; Discussion: S. Bell, Colin A. Scott, 808–11

Attention, **71**:71; **87**:376;**90**:123, 837; **91**: 338, 556; **92**:665; **93**:727

Attitude of trade unions toward trade schools (W. H. SAYWARD) **03**:620-26

ATWATER, W. O.—Alcohol, physiology and superintendence, **1900**:229–50; Discussion on Temperance instruction, **1900**: 263

Atypical children, Education of, in public schools (M. P. E. GROSZMANN) **04**:754–59

AUGSBURG, D. R.—The expression of lines, **97**:764–67

Augur, A. W., Discussion on Teaching physics, **01**:592

AUSTIN, L. H.—Western high school, **91**: 677–87

Australia, Educational work for women in, chiefly New South Wales (L. MACDONALD) **93**:887–90

Austria, Kindergartens in (Mme. O. BONDY) **93**:366–69; **04**:415

Authority, **96**:185

Authority of the school superintendent (E. E. WHITE) **99**:314–20

Avenues of language expression in the elementary school (P. CHUBB) **04**:452–59; (DELLA J. LONG) 459–64; (F. W. COOLEY) 464–68

Average scholarship of the average pupil (F. RIGLER) **99**:86–90

Average yearly salaries of principals and teachers in high and elementary schools and kindergartens, Table I, **Com. Sal.**, **05**:190–259

AVERY, F. F.—The Indian boy should improve the allotment the government has given him (Discussion) **01**:919

Avery, M., Discussion on Reading lists, **98**:1027

AYRES, BROWN.—Progress of the South as shown by manual training exhibits, **04**: 627–30

Ayers, Henrietta B., *In memoriam*, **1900**: 717

B

BABCOCK, C. A.—What is the function of supervision? **96**:242–47

Baccalaureate and professional courses, **05**:299–301

Baccalaureate course, The length of the, and preparation for the professional schools (E. E. BROWN) **03**:489–95; (C. W. ELIOT) 496–500; (N. M. BUTLER) 500–4; (W. R. HARPER) 504–9; (A. F. WEST) 509–13; Discussion: J. H. Baker, C. W. Eliot, W. H. P. Faunce, W. H. Hadon, G. S. Hall, D. W. Hering, W. De W. Hyde, G. A. Kratzer, 514–16

Bach, P. M., Discussion on Music in public schools, **96**:735–36

BACHELOR, DANIEL.—Tonic sol-fa method, **87**:630–42

Bacon, Leonard W., Letter on Secession, **84** pt. II:77; same, +**84**:89

BACON, LOUIS A.—Report on work in manual training shown by the exhibits from Indianapolis, Ind., **04**:605–7

BACON, T. R.—Relation of college to professional school, **95**:665–71

BAER, CLARA G.—Physical training in the public schools, **97**:906–7

Baer, Samuel A., Discussion on Supervision of country schools, +**84**:23

Bagen, Eugene D., *In memoriam*, **98**:298–99

BAHLSEN, LEOPOLD.—Art education for the people in Germany, **04**:648–54; The preparation of teachers in Germany, **04**: 140–45

BAILEY, HENRY TURNER.—Drawing from the flat, **93**:458–61; Historic ornament, **88**:602–7; Discussion on Aims of drawing in grades, **05**:611–12

BAILEY, LIBERTY HYDE.—The nature-study movement, **03**:109–16

BAILEY, M. A.—The teaching of arithmetic in elementary schools, **05**:380–87; Discussion on Educational value of common-school studies, **85**:232–33

BAILEY, THOMAS P.—Character-study in the kindergarten, **99**:541–46; Child-study in the Tompkins Observation School, Oakland, Cal., **96**:852–56; Report of So. Car. Assoc. of Child-study, **94**:1000; Some difficulties of child-study, **1900**:582–84; Discussion on Child-study, **94**:181–84

BAKELESS, O. H.—Unification of industrial and academic features of the Indian schools [an abstract] **01**:902–4; Discussion on Libraries and teachers, **02**: 811

Baker, F. O., Discussion on Compositions, **98**:690

BAKER, GEORGE PIERCE.—Teaching of argumentative discourse in high schools, 03:460–66

BAKER, JAMES HUTCHINS.—Educational values, 95:197–203; High school as finishing school, 90:633–40; How to secure the interest of colleges in the Department of Higher Education [a synopsis] 96:622; Manual training, 87: 686–91; Observations on the work of the Oakland, Cal., High School, 88:699; Psychological view of practical education, 88:166–73; Review of the report of the Committee of Ten on Secondary school studies, 94:645–59; The state university, 97:357–65; What should colleges do for graduates of high schools? 96:364–72; Discussions on: Baccalaureate course, 03:515; Civics, 99:624; College entrance, 99:631; Economy of time, 95:458; Moral instruction, 95:446; Report on national university, 01:468; Requirements for admission to college, 91:323; State supervision of institutions conferring degrees, 97:708; University trust, 99:428; Minority report on Committee of Ten, **Com. Ten,** 94:56–59

Baker, J. M., Discussion on Shortening undergraduate curriculum, 98:720

Baker, T. O., Discussion on Federal education union, 95:603

Baker, William, Discussion on Moral training, 86:144

BALDWIN, ELIZABETH G.—Report of the Joint Committee of the American Library Association and the National Educational Association, on Instruction in library administration in normal schools, 06: 215–81; *also issued as a* Special publication, May 1906, and referred to in this Index as **Lib. Adm.,** 06:1–71

BALDWIN, JOSEPH.—American history and citizenship, 95:139–42; Moral instruction, Report of the Committee on, 92: 759–63; Normal-school work, 88:476–78; Preparation for citizenship, 88: 110–14; Discussions on: Education of negro, 86:232; Grading of country schools, 92:799; Moral instruction, 95: 443; Mental congruence, 498; Pedagogical chairs in colleges, 89:569; Will-training, 90:125

Baldwin, Joseph, *In memoriam* (J. M. GREENWOOD) 99:234–35

BALDWIN, RALPH L.—School music; has it made music readers? 03:705–8

BALDWIN, S. L.—Education of Chinese, 86:211–21

BALL, KATHERINE M.—Problems in artistic rendering, 99:940–44

BALLANTINE, W. G.—The duti ov our colejez toward the spelling reform, 80: 262–67

Ballard, Mr., Discussion on Play in physical education, 98:957

BALLARD, THOMAS P.—Civil service and public schools, +87:71–77

BALLIET, THOMAS M.—Association of ideas in reading, 93:756–60; City superintendent, +89:182–90; College graduates in elementary schools, 02:272–79; Improvement of teachers, 94:377–82; Manual, trade, and technical education, 03:65–71; Organization of a system of evening schools, 04:278–84; Organization of trade schools: Point of view of a school superintendent [abstract] 03:609–12; Saving of time in elementary and secondary education, 03:317–22; Shortening courses of study, +89:146–48; Discussions on: Art education, 91:466; Boys leaving high school, 03:800; City superintendents, +89:194; Individual instruction, 01: 302; Inspection and supervision, 01: 278–79; Qualifications of teachers, 91: 437; Reading and spelling, 93:760–61; Saving time in education, 03:329

BALLIN, HANS.—The ethical, physiological, and psychological aspect of physical training, 01:765–69

Baltimore method of appointing and advancing teachers (J. H. VAN SICKLE) 05:244

BANCROFT, CECIL F. P.—Science teaching in secondary schools, 93:196–98

BANCROFT, JESSIE H.—Physical training in the public schools, 97:901.

BANCROFT, MARGARET.—Claims of the feeble-minded, 1900:674–77; President's address, Department of Special Education, 05:883–85; The trend in the training of backward and mentally deficient children, 98:1040–43

Bands of Mercy (G. T. ANGELL) +84: 133–42

Bank administration and bookkeeping (G. M. COFFIN) 98:874–80

BANNING, THOMAS A.—Ordinance of 1787, 87:141–45

Baptist church, Contribution to the cause of education by the (O. H. COOPER) 1900:87–94

Barbour, O. F., Discussions on: Librarians and books, 97:1029; Libraries and schools, 98:1015

BARDEEN, CHARLES WILLIAM.—College preparatory schools and the lower grades, 90:624–28; Educational exhibit of 1892, 90:411–18; Educational journalism, 06:506–14; Response to Address of welcome, 90:91; Teaching as business for men, 85:138–50; Discussions on: Organization, 90:234; Qualification of teachers, 91:436

Baright, A., Discussion on Reading, **80**: 210–11.

Barker, C. D., Discussion on Physical science, **02**:475

Barker, F. L., Discussion on Physical science, **02**:473

Barker, J. W., Discussion on Pedagogic profession, **80**:190

BARNARD, FRANK J.—Let pupils be classified according to ability, **99**:163–70

BARNARD, HENRY.—Conditions of admission to West Point, **63**:103–18; statistical tables and letters, 118–27; Proposed "History of educational associations": Preface; Contents; List of portraits, **65**:311–20

Barnard, Henry, *In memoriam*, **1900**:717; **01**:390–438; Appendices: Conception of the National Bureau of Education, 414–38; As an educational critic (F. W. Parker) 406; His home life, and work in Connecticut and Rhode Island (C. H. Keyes) 400; His influence on schools in the West (N. C. Dougherty) 395; His influence on the establishment of normal schools (E. O. Lyte) 390; His relation to the establishment of the Commissioner of Education, with historical reviews (W. T. Harris) 408; Footnote, **88**:284; Fund for, **90**:51; Resolutions on aid for, **91**:29; Report of committee, 42; Importance of fund, 389–90; Circulars on, **92**:564–66; his *Journal of Education*, **93**:816–17, 822–24

Barnard, J. A., Discussion on Normal schools, **87**:481

BARNARD, JOB.—Manual training: Its purpose and value, **98**:989–95

Barnes, C. R., Discussion on Physics for college admission, **97**:943

BARNES, EARL.—Child-study for Doctor of Pedagogy degree, **93**:446; Child-study on Pacific coast, **95**:902–4; The child's favorite study in the elementary curriculum, **03**:420–25; Children's views of punishment, **95**:914–24; Improvement of teachers by teachers' classes, **95**:173–79; Pupils as social factors, **96**:184–89; Response to address of welcome, **96**:50; A study based on the children of a state, **03**:754–59; Symbolism in kindergarten, **93**:355–56; Theology of California children, **93**:765–71; Discussion on Moral instruction, **95**:443

BARNES, MRS. MARY SHELDON.—History teaching, **91**:673–77

BARNETT, SAMUEL.—State and school, **82**:31–41

BARNHART, J. F.—Writing in the grades below, when the commercial branches are taught in the high school, **01**: 749–53

BARR, MARTIN W.—The how, the why, and the wherefore of the training of feeble-minded children, **98**:1045–51

BARRETT, RICHARD C.—Reciprocity in licensing teachers, **02**:299–305; Discussions on: Agriculture in rural communities, **02**:224; Public lands and education, **99**:266

Barringer, William N., Discussions on: Civil service, +**87**:69; Duties of officers, +**87**:100; Kindergarten and public schools, **94**:491; Nature-study, **96**:527; Preparation of teachers, **91**:522; Primary curriculum, **94**:740

Barrows, F., Discussion on Physiology, **01**: 604

BARTHOLOMEW, E. F.—Spiritual element in education, **90**:696–701

BARTHOLOMEW, W. H.—Historical sketch of common-school education as formulated in different countries, **86**:512–19; Memorial remarks on Emerson E. White, **03**:373–74; Negro education, **86**:229–31; **90**:513–15; Response to address of welcome, **91**:78; Discussions on: Class intervals, **1900**:340; Normal training, **88**:377; Patriotism, **95**:147; Secondary schools, **93**:224; Supervision, +**87**:108; **93**:192

BARTLETT, GEORGE H.—Art education, **88**:595–98; Evening drawing schools, **88**:607–14

BARUS, MRS. ANNIE HOWSE.—Child-study, Report of Committee, **94**:996–99

BASCOM, JOHN.—Addresses of welcome, **84** pt. I:7–8; pt. II:23–24; Language in a liberal education, **84** pt. II: 273–82

Bashford, J. W., Discussion on Self-activity, **99**:327

Basketry, Indian: Its poetry and symbolism (G. W. JAMES) **03**:644–45

Bass, E. E., Discussion on Management of special departments, **04**:277–78

BASS, GEORGE F.—Educational journalism in Indiana, **93**:829–31

BATEMAN, NEWTON.—Compulsory school attendance, **72**:54–70; Education at public cost, **71**:26–30; Discussion on Supervision, **72**:258

BATES, JOHN L.—Address of welcome, **03**:41

BATES, R. CHARLES.—Manual training for moral ends, **01**:270–75

BATES, S. P.—Liberal education, **64**:155–76

Batt, Max, Discussion on Conversation in modern language, **04**:532–33

Baumgarten, Elizabeth, *In memoriam* (E. C. HEWETT) **99**:235–36

BAXTER, C. J.—Art and education as related to the public school (Discussion) 97:275–78; Greeting to the teachers of the Indian, 05:927; The township high school, 98:308–16; Discussion on Manual training, 03:219

BAYLISS, ALFRED.—Address before Department of Indian Education, 02:879; Function of school superintendents in procuring libraries for use in public schools, 99:1136–42; Industrial training in rural schools, 03:185–93; Some cooperative suggestions for school and library, 03:938–43; What may be done for manual training in country schools, 04:623–27; Discussions on: Administration of graded schools, 1900:210–14; Consolidation of schools and transportation of pupils, 01:293; State and county superintendent, 02:229

Baylor, Adelaide S., Discussions on: History in secondary schools, 01:601; Salaries, 06:192

Beach, William H., Discussion on Preparation of teachers, 91:518–20

BEALE, DOROTHEA.—Higher education of women, 93:862–64; Secondary education of girls during the past fifty years in England, 06:377–86

Beals, Samuel DeWitt, *In memoriam*, 01: 925–26

BEARD, GEORGE P.—Relation between matter and method in normal instruction, 72:214–21; Discussions on Normal schools, 71:125; 72:190, 207

BEARD, R. O.—The physiology of childhood as applied to education, 02:720–27; Discussion on Physiology of childhood, 02:729

BEARDSHEAR, WILLIAM M.—The function of the land-grant college in American education, 1900:473–79; Influence of poetry in education, 1900:153–60; President's address: The three H's in education, 02:55–65; Response to address of welcome, 91:76

Beardshear, William Miller, *In memoriam* (H. H. SEERLEY) 03:368–69

Beardsley, Elias J., *In memoriam*, 1900: 717–18

Beautiful, Educational value of the (N. C. SCHAEFFER) 88:332–39; 91:391; 96: 353

BECHDOLT, A. F.—High school as fitting school, 90:617–24

Beckington, C., Discussion on National system of compulsory education, 71:43

BECKWITH, WALTER P.—Conditions of admission to normal schools, 03: 566–69

BEEBE, ELEANOR.—Kindergarten in education of blind, 87:351–61

BEEBE, KATHERINE.—Kindergarten work and principles in the school, 97:604–13

BEECHER, MARY L.—Value of taste for literature, 88:78–86

Beecher, T. K., Remarks on Power of the teacher, 73:94

Bees, Study of, 88:578

BEGGS, ROBERT H.—Tonic sol-fa, 90: 821–23; Discussion on Teaching of current events, 92:151–53

BELFIELD, H. H.—Manual training, +88: 37–40; 93:605; Report on Exhibits of California schools, 88:718; Discussion on Trades, 01:679–80

BELL, ALEXANDER GRAHAM.—Closing address, Department of the Deaf, etc., 98: 1057–59; Education of the deaf, 97: 96–104; President's address, Department of Special Education, 02:828–29; Discussion on Parents of deaf children, 02:850

BELL, A. N.—Brain culture in relation to the schoolroom, +75:31–36, 41–42

Bell, Sanford, Discussion on Influence of men and women teachers, 03:809–11

BELL, WILLIAM A.—Horace Mann at Antioch College, 96:72–74; Discussion on Correlation, 96:540

BELLAMY, FRANCIS.—Americanism in the schools, 92:61–67; Discussion on History and morals, 94:409–11

Bellows, C. F. R., Remarks on Normal methods, 72:194

Bemis, E. W., Discussion on Progress of manual training, 89:635

Bench work in wood, 98:650–51

Bendelari, George, Letter on Original research, 82:116

BENDER, IDA C.—Address of welcome, 96:45; Relations of citizens and teachers, 97:248–53; Discussion on Child-study, 03:768–69

BENDER, WILBUR H.—Organization and function of the training school in the state normal school, 03:219–24

Benedict, J. C., Discussion on Business education, 01:747–48

BENEDICT, JOHN D.—Normal schools to train teachers for instructing Indian children, 05:948–52

BENGOUGH, MAY.—Education in Cape Colony, Africa, 93:903–7

Benham, Nathaniel C., *In memoriam*, 02: 893

Benner, Henry, *In memoriam*, 02:894

BENNETT, CHARLES A.—Æsthetic principle in manual training, 96:786–89; Manual training from the kindergarten to high school, 92:449–55; Report on The exhibit of the Bradley Polytechnic Institute,

Peoria, Ill., 04:612–13; Discussion on Organization of trade schools, 03:617–19

Bennett, Hampton, *In memoriam*, 99:236

Bennett, W. H., Discussion on Function of public school, 97:987

Berg, P. S., Discussion on Physical science, 02:474

BERGEY, D. H.—School architecture, heating, ventilation, lighting, and sanitary arrangements, 98:524–32

BERKEY, J. M.—Course for pupils who cannot complete high-school work, 99: 375–77

Berne, International Drawing Teachers Conference at, 05:597–603

BESSEY, CHARLES E.—Dissenting comments on Report of Committee on Botany for College Entrance Requirements, 99: 804; Science and culture, President's address, Science Department, 96:939–42

Best means and methods of improving teachers already in the service (W. McK. VANCE) 06:126–30

Best method of electing school boards (L. H. JONES) 03:158–59; Discussion: J. W. Carr and others, 159–63

Bevans, H., Discussion on Manual training, 01:269

Bevier, Louis, Discussion on Smaller colleges, 94:806

BIBB, GRACE C.—Normal departments in state universities, 80:51–59; Relation of art to education, 75:32–41

Bible in schools, 69:18–21; 72:20; 75: 122–24; 86:141; 89:153; 91:168

—— Influence of Old Testament history on children, 95:547

—— revision, 88:61

—— study, Oswego system of, 64:205; Moral virtues of, 92:765; 95:444

Bibliography of art (Miss J. L. FORRESTER) 98:817–19

Bibliography of school hygiene: I, Books and articles; II, Journals; III, Reports, etc. (W. H. BURNHAM) 98:505–23

BICKMORE, ALBERT S.—Natural history in schools, +83:9–12

BICKNELL, THOMAS W.—National Council of Education, 82:77–87; Inaugural address, 84 pt. II:32–75; President's report, 84 pt. I:66–76; Report of Committee on Educational Statistics, 85: 482–91; School statistics, 77:255; Discussions on: Educational exhibit at Centennial Exposition, +74:51; Uniform plan for publishing statistics, +74:16, 22, 26

Bicknell, Thomas W., Resolution on services of, 06:528

Bicycling for teachers, 96:935

BIGGART, MABELLE.—Ethnological study of our Indians in the Southwest, 05:934

BILLINGS, JOHN SHAW.—Heating and ventilation, +82:11–19; Report of Commission on School Buildings in D. C., +82: 106–12

BINFORD, J. H.—Relations between school boards and superintendents, 73:248–52; President's address, Department of Superintendence, +74:10

BINGHAM, Mrs. KATHERINE T.—All along the line, 99:1165–71

Bingham, Reuben S., *In memoriam* (FRANK B. COOPER) 04:368–69

BINGHAM, ROBERT.—Education in South, +84:87–105; New South, 84 pt. II: 76–95; Remarks on Industrial education, +87:134–38, 178

Biography, List of articles, 1892 to 1905, 06:666–67

Biography, Study of, 81:107; moral effect, 94:331

Biological analogies in reasoning on educational subjects (W. T. HARRIS) 02:215–21; Discussion: G. S. Hall, W. T. Harris, 221–22

Biological Conference, 02:468–70

Biological science, The latest practical discoveries in, and their bearing on education; Discussion: N. A. Harvey, L. C. Greenlee, and others, 98:172–78

—— List of articles on, 1870 to 1905, 06: 667–68

Biology, The projection microscope in teaching (A. H. COLE) 02:771–78; 05: 814–15; Teaching of, in high school (W. P. HAY) 98:960–64; (A. S. PEARSE) 03:858–62

Biology as a means of inducing the pupil to think; Discussion: A. G. Clement and others, 02:468–70

Biology in first year of secondary schools (O. S. WESTCOTT) 95:604–15; Discussion: J. T. Buchanan, E. W. Coy, W. F. Hall, F. Y. Mosely, A. F. Nightingale, A. V. Storm, Mr. Wood, 95:620–23

BIRCHARD, Miss ANNA.—How to establish good musical standards in public-school music, 97:790–91

BISHOP, J. REMSEN.—The function of the high school of today, 01:570–76; Future of the American high school, 94:788–94; High school as a training place for citizenship, 97:696–98; President's address, Department of Secondary Education: Call out the leaders, 02:456–58; Report of the Committee of Nine (on A course in business education) 04:730–36; Discussions on: Biology, 02:470; Coeducation, 03:454; English, 04:508; A federal educational union, 95:602–3; Greek and

Latin, 96:574; High-school assistants, 97:660; Promotions, 96:600

Bishop, J. Remsen, Leader Round-Table Conference in Biology, 02:468–70

Bittinger, J. B.—Relation of educators to crime, 75:116–21

Bivins, J. A., Discussion on Coeducation, 03:456–60

Black, Samuel T.—California system of school maintenance, 97:505–7; Discussion on Continuous sessions, 99:827

Black, W. H., Discussions on: College entrance, 99:632; Communism, 02:391; Higher education, 95:655; Report on College entrance, 1900:453; Secondary education, 03:446

Blackboards, 92:690

Blackie, John Stuart, *In memoriam*, 95:210

Blackinton, J. F.—Silent forces in education, 77:19–21

Blackmann, O.—Song singing, 85:402–3; Discussion on Tonic sol-fa system, 87:607–8

Blackweather, Mrs. L. S., Discussion on School boards, 97:983

Blair, F. G., Discussion on Training of teachers, 02:251–52

Blair, Henry W.—National aid to education, +87:179–87; +89:297–300; Letter, 85:5; Race problem, 90:276–85; Discussion on City superintendents, +89:191

Blair bill, The, on National aid to education (A. P. Marble) +88:148–52

Blaisdell, Henry R., *In memoriam*, 1900:718

Blake, Clarence John.—Importance of hearing tests in public schools, 03:1013–19

Blake, Henry W., Kindergarten, 94:690; 95:533; *In memoriam*, 98:299–300

Blake, Katherine D.—Response to address of President Roosevelt, 05:152–53

Blakeslee, E. D., Remarks on Colleges, 73:46

Blanchard, Charles A.—People and the colleges, 90:662–67; Discussions on: Higher and primary education, 87:171; Liberal education 93:155; Secret societies, 90:685; 93:145; Teaching patriotism, 91:114;

Blanchard, William M.—The value of chemistry in secondary education, 04:872–78

Blatchley, W. S.—What the teacher can do, to make the teaching of science in secondary schools more popular, 01:777–84

Blewett, Ben.—Lessons from the U. S. Exhibit of elementary education at the St. Louis Exposition, 05:173–80; The merit system in St. Louis, 05:241–44

Blind, Education and training of the (W. Wilkinson) 99:1171–77; Higher education of the (J. E. Swearingen) 1900:671–74; Kindergarten in education of (E. Beebe) 87:351–61; Letter from W. Chapin on, 79:38; Pedagogical lessons from study of the (F. H. Hall) 98:1034–39

—— —— List of articles on, 1898 to 1902, 06:668

Blind, The, *see also* Education of the Deaf, the Blind, etc., Department of

Blind children, What Minnesota is doing for her (B. P. Chapple) 02:840–44

Bliss, A. T., Address of welcome, 01:51–52

Bliss, Lafayette, Leader Round-Table Conference in Ancient Classics, 02:462–67

Blodgett, A. B.—The most effective use of a superintendent's time, 03:224–27; Discussions on: City superintendents, 05:252; Improvement of teachers, 94:457; Qualifications of teachers, 91:431–34; Training of teachers, 95:253–55

Blodgett, James H.—Claims of English grammar in common schools, 70:161–66; Letter regarding school statistics, 91:367–68; Discussions on: English grammar, 70:173; Study of English, 94:289

Bloss, John M.—Primary education, 82:xxv

Blow, Susan E., Letter of greeting to kindergartners, 94:681

Board of Education, Relation of a, to its superintendent (W. S. Mack) 96:980–87

Board of Trustees, Members of, 06:543

Boardman, Samuel W., Discussions on: The Soul, 93:699; Wundt's *Psychology of the Will*, 93:711

Boggs, William E.—Education in South, 95:966–68

Boise, James R., Extract from letter on Greek pronunciation, 64:172

Bolte, Mrs. J. W., Discussion on Temperance instruction, 1900:262–63

Bolton, Frederick E.—New lines of attack in child-study, 02:703–10; What may the secondary schools of the United States learn from a study of German secondary education? 04:478–84

Boltwood, H. L., Discussions on: College entrance, 99:631; Language studies, 93:206, 241; Supervision of private schools, 93:191

Bomafede, G. O.—Training of teachers, 93:399–401

Bond, Mrs. Elizabeth Powell.—Kindergarten in mother's work, **85**: 352–59

Bondy, Helen.—Drawing from the flat, **93**:505–6

Bondy, Mrs. Ottilia.—Kindergarten in Austria, **93**:366–68; **04**:415–16

Bonebrake, Lewis D.—The centralization of rural schools, **01**:804–11; Discussion on State and county superintendent, **02**:230

Bonnell, E. N., Discussion on Business course, **02**:668–69

Bonney, Charles C.—Address of welcome, **93**:17–20; Closing remarks, 65; World's congresses of 1893, **92**:166–74, 380–83

Book, Opening a new, **06**:250; **Lib. Adm., 06**:40

Book-binding, **06**:266–70; **Lib. Adm., 06**: 56–60

Book-keeping, Report of Committee on (S. S. Packard) **96**:813–14; Study of, **92**:619; **93**:803; **96**:785–86, 809

Book-keeping as a study, Disciplinary value of (E. Spencer) **03**:741–46; Discussion: C. B. Ellis, 746

Bookmyer, T. W., Discussion on Business education, **01**:733–34

Book-plates, **06**:250–51; **Lib. Adm., 06**: 40–41

Books and magazine articles on library work, **06**:275–77; **Lib. Adm., 06**:65–67

—— Cataloging and classification of, **06**: 251–61; Bibliography, 258–59; **Lib. Adm., 06**:41–51

—— Committee on Resolution to Recommend, for School Libraries, **64**:142; **95**: 181; **96**:36

—— for a public library, Responsibility of librarians in selecting, **97**:1025–28

—— How shall children be led to love good (Isabel Lawrence) **01**:850–58

—— Incoming, **06**:248–52; **Lib. Adm., 06**: 38–42

—— Influence of, **95**:179

—— List of, for country school, **99**:460–66

—— List of, for graded schools in small villages, **98**:1019–22

—— List of, for reading (C. A. Mc Murry) **99**:481–86

—— List of, for reading and reference in the lower grades of public schools (Report of Committee on) **98**:1016–22

—— List of, for rural schools and communities, **97**:564–68

—— List of, for rural schools with small libraries, **98**:1017–19

—— on pedagogy, Report of Committee on Educational Literature, **88**:281–87; Discussion, 287–89

—— one hundred, for high schools (J. C. Hanna) **99**:486–88

—— Selecting and ordering, for a school library, **06**:239–43; **Lib. Adm., 06**:29–33

—— Selection of good, for libraries, **97**: 1032–38

Boone, Richard G.—Chair of pedagogy, **90**:672–73; General culture as an element in professional training, **1900**: 351–64; How may the normal school best accomplish its purpose? **97**:721–33; Instruction and discipline in rural schools, **98**:583–88; Lines of growth in maturing, **97**:173–83; Lock-step in the public schools, **03**:408–12; The north-central state normal schools, **98**:740–44; Response to addresses of welcome, **01**:59; Standard course of study for elementary schools in cities, **01**:303–18; Teacher as an expert, **94**:857–67; Discussions on: College course, **90**:671; Formal discipline, **94**:636; Improvement of teachers, **94**:451–53; Individualism, **95**:407; Normal school, **02**: 213; Seven-year course for ward schools, **03**:260; Standard course of study, **01**: 320; Teachers and educational papers, **94**:114–15; Temperance instruction, **1900**:253

Boos-Jegher, E., Discussion on Technical schools, **93**:553, 613

Booth, E. R.—President's address, Industrial Department: Philosophy of manual training, **95**:720–31*

Booth, F. W.—Lessons to be learned by the general teacher from teaching language to the deaf, **02**:831–36; Report of Committee on Statistics of defective sight and hearing of public-school children, **03**:1036, 1037; Statistics of speech-teaching in schools for the deaf in the U. S., **1900**:668–70

Booth, George A.—Requirements for actual business, **02**:675–79

Border states, Educational needs of the (W. R. White) **66**:44–49

Boston, Mass., Speeches at reception and banquet to Association at Faneuil Hall, **72**:110–16

Bosworth, Miss, Discusssion on Admission to normal schools, **98**:747

Botany, Educational value of, **96**:958–59; experimental, **86**:463; in common schools, **94**:195; **95**:954; in secondary schools (J. M. Coulter) **98**:967–69; Outdoor, **96**:524; Plan of analysis (G. G. Groff) **86**:471; Report of the Committee on, for College Entrance Requirements, **99**:800–5

Botany for common schools, Outline of work in (J. M. COULTER) **Com. Ten, 94**:151–53

Bothwell, Mr., Discussion on Froebel's principles in primary schools, **87**:349

BOURLAND, MARY CODDING.—Parents as child students, **97**:859–65

Bouton, Eugene, Discussions on: Art in the schoolroom, **96**:693; College graduates as teachers, **02**:283; Composition problem, **86**:469; Educational value of common-school studies, **85**:233; Public libraries and schools, **99**:276; Rural schools, **95**:411; Taxation and supervision, **96**:275

BOWERS, W. H.—*In memoriam* Mrs. Susan G. Patterson, **98**:292–93

Bowman, Perla G., Discussion on Domestic science as a synthetic study for girls, **98**:733–76

Boy and his handicraft at home (G. H. BRYANT) **03**:651–52

Boy, Educating the whole (J. W. MC DONALD) **88**:415–27

Boys, bad, Reform of, **77**:183; Bullying among, +**84**:69; Home for (Kent, Engl.) **79**:217–20; Homeless, +**83**:77; Percentage of, who leave high school (A. C. ELLIS) **03**:792–98; What shall we do with the (J. L. PICKARD) **75**:172–81; What kind of education is best suited to? (R. P. HALLECK) **06**:58–65; Discussion: F. L. Soldan, C. D. Lowry, 71–72

Boyd, D. R., Discussion on Denominational schools, **95**:653

BOYD, Mrs. GASTON.—Voice and body, **95**:949–50; Discussions on: Music in schools, **99**:981; Methods, 988; Supervision, 993; Rhythm, **97**:777

BOYDEN, ALBERT G.—General view of the work of the normal school, **99**:884–88; The New England state normal schools, **98**:729–31; Normal schools, **72**:171–93; **86**:389–92; Report of Committee on Textbooks in Elementary schools, **86**:267–72; Discussion, 272–75; Discussions on: Adequacy of normal schools, +**88**:79–80; Moral training, **86**:146; Non-progressive teachers, **94**:388; State normal school work, **92**:786; Ungraded schools, **95**:474

Boyer, E. R., Discussions on: Physics for college admission, **97**:942; Zoölogy, **97**:958; *In memoriam*, **1900**:718–19

BOYLE, DAVID.—Report on educational exhibits at Toronto, 1891, **91**:255–58

Boyle, Ed., Discussion on College entrance requirements, **97**:316

BOYNTON, F. D.—Athletics and collateral activities in secondary schools, **04**:206–14; Discussions on: Correlation of high-school and grammar-grade work, **01**287; Promotions, **96**:600–3

Brace, Charles L., and the Children's Aid Society, **81**:53

BRACKETT, ANNA C.—American normal school, **72**:181–89; Normal school its own model school, **71**:131–38; Discussions on: Drawing, **71**:98; Professional instruction, **72**:206

Brackett, C. F., Letter on Greek for A.B. degree, **93**:133

Bradbury, J. W., opened a training school for teachers (1829), **97**:563

Braden, John, *In memoriam*, **1900**:719

Bradley, Charles A., Discussion on Industrial education, **95**:746–47

BRADLEY, JOHN E.—Higher life of colleges (report) **96**:428–38; John S. Crombie; a memorial address, **94**:241–43; Manual training and habits of thought, **92**:663–71; Manual training in grammar grades, **90**:834–42; Report of Committee on Exhibits (Toronto) **90**:255; Superintendent and teacher, +**88**:135–43; Discussions on: City school systems, **90**:464; Liberal education, **94**:618; Moral training, **96**:420; Music in education, **92**:524; Requirements for admission to college, **91**:317; Secondary schools, **90**:535–37

Brady, Miss M. J., Discussion on First-year reading, **05**:396

Brain, Building of a (E. H. CLARKE) **74**:100–9; Functions of, in manual training (E. R. BOOTH) **95**:720–31*; Bearing of law of cerebral development on child study (R. P. HALLECK) **97**:833–41

Brain-building and physical education (W. O. KROHN) **03**:818–23

Brain-disorderliness, Physical training as a corrective of (W. O. KROHN) **01**:759

BRAINERD, Rev. Dr. THOMAS.—Home and school training in New England in the colonial period, **06**:454–55

BRAND, Mrs. M. E.—Some helpful things in teaching music, **88**:643–48

BRAND, T. H.—Vocal music in the public schools, **85**:376–82

Brandegee, J. E., Discussions on: Function of public school, **97**:987; Selection of school boards, **97**:993; Libraries and schools, **98**:1015

BRANDT, FRANCIS BURKE.—The city normal school of the future, **03**:540–45; The state in its relation to the defective child, **01**:876–80; Discussions on: Secondary education, **03**:445; Social basis of conscience, **98**:202; Study of the unusual child, **03**:996–97

BRANSON, E. C.—What kind of a normal training does the common-school teacher of the South need? **98**:319–25

Brazil, Education in (P. DA MOTTA) 76: 46–47

Brazil, Organization of education in (H. M. LANE) 02:506–11

Brentano, Franz, Sketch of (H. SCHWARTZ) 06:426

BRERETON, CLOUDESLEY S. H.—Educational crisis in England, 01:151–65; Teaching of modern languages in England, 06:366–77; Discussion on Lessons of the Educational exhibits at Paris in 1900, 01:454–56

BRETT, WILLIAM H.—Libraries and schools 92:692–702; Library instruction in the normal school, 03:971–76

BREWSTER, H. W.—Spelling reform, 91: 148–56

Bridgman, Laura, How taught, 85:342

Briggs, Horace, Discussion on Art and science, 96:715

BRIGGS, LEB. R.—Some aspects of grammar-school training, 01:320–30

BRIGHAM, ALBERT PERRY.—Physical geography in secondary schools, 97:923–28; Preliminary report of the Sub-committee on Physical Geography, 98:973–84; Discussion on Students fitted for college at sixteen, 97:657

BRIGHT, ORVILLE T.—Changes in schools, 95:259–78; English instruction, 84 pt. II:217–35; School gardens, city school yards, and the surroundings of rural schools, 03:77–85; Discussions on: Improvement of teachers, 94:455; State and county superintendent, 02:230

BRITTAIN, M. L.—Higher standards in the employment of teachers, 04:320–21; Discussion on Language, 1900:449

Britzius, H. A., Discussion on Physical science, 02:473–74

BRONSON, MINNIE.—Resources of the United States, as illustrated by the Louisiana Purchase Exposition, 04: 717–19

BROOKS, ANGELINE.—Kindergarten principles, 94:696–701

BROOKS, EDWARD E.—Address at authors' reception (Boston Superintendence) 94: 259–60; Centennial thoughts on normal schools, 76:157–67; Comparative value of studies, 86:407–20; Duties of teachers, 94:186–91; Ideal normal school 93:451–54; Memorial address on John W. Wickersham, 93:598–600; Moral training, +88:91–98; Remarks on Degrees for teachers, 79:119; Discussions on: Children and theology, 93:772; Constants in mathematics, 98:191–93; Educational value of common-school studies, 85:232; Primary-school curriculum, 94:740; Training elementary teachers, 05:541

Brooks, Ida Joe, Discussion on Common-school education, 86:557

Brooks, Miss J. D., Discussion on Rapid reading of modern languages, 04:531–32

BROOKS, SARAH C.—Opening address, Elementary Education Department, 97: 615–16; The "still hunt," 97:291–92; Supervision as viewed by the supervised, 97:225–32; Discussions on: Froebel and child's language, 02:424;

Brooks, Stratton D., Discussion on Function of the high school of to-day, 01:576–78

Brown, Benjamin Gratz, Address of welcome, 71:7–11

BROWN, CORA STANTON.—The public school as a social center, 01:888–89

BROWN, DAVID WOLFE.—The duties and qualifications of the congressional reporter, 98:885–92

BROWN, DUNCAN.—Preparation for citizenship, 88:102–10

Brown, E. G., Discussion on All crime is disease, 05:920

Brown, Elizabeth V., Discussion on Function of play in the child's experience, 98:630–32

BROWN, ELMER E.—Address of welcome, 99:52; Art in education, 99:112–21; Child-study in the Tompkins Observation School, Oakland, Cal., 96:850–52; Child-study, University of California, 95:904–5; Educational progress of the year, 01: 366–85; Fifty years of American education, 06:327–41; The larger university idea, 98:278–80; Length of the baccalaureate course and preparation for the professional schools, 03:489–95; Naughty children, 99:546–70; The study of education in the university, 99:828–34; University and the people, 92:398–405; Discussions on: Educational union, 95:603; Settlement work, 99:394

Brown, G. LeR., Discussion on Supervision of southern public schools, 98: 330

BROWN, GEORGE P.—Acquisition and memory, 82:183–92; Culture in elementary schools, 79:135–42; Education of the will, Report of the Committee on Pedagogy, 91:337–44; Function of the educational press, 99:202–8; Manual training, +89:153–59; Obstructions in the profession of teacher, 80:184–90; Pedagogical and psychological observation (Special report) 90:108–13; Report on Educational exhibit, 87:675; Report on School exhibits, St. Paul, 90:55; Discussions on: Compulsory education, 91: 298; Economy in education, 95:453; Libraries and schools, 99:529; Mental congruence, 95:497; Normal schools, 87:481–82; Objective element, 87:91; Religion in the school, 93:300–1; Settle-

ment work, **99**:395; Ungraded schools, **95**:474; Value of manual training, **89**:428

Brown, G. W., Discussions on: Bookkeeping, **96**:823; Commercial schools, **04**:716

Brown, H. B., Discussion on Commercial mathematics, **03**:732

Brown, H. E., Discussion on Business education, **01**:748–49

BROWN, J. STANLEY.—Modification of the high school to meet twentieth century demands, **04**:491–95; Discussions on: High school, **04**:495; Why first-year pupils leave high school, **05**:443

Brown, J. F., Discussion on Accredited schools, **02**:505

BROWN, JESSE H.—Form study below high-school grades, **89**:655–61

Brown, Joseph E., Welcome from Atlanta, Ga., **81**:157–59

BROWN, KATE L.—Froebel's principles and the primary schools, **87**:339–48

BROWN, LEROY D.—Address on executive side of school work, +**85**:115–17; Civil service and public schools, +**87**:63–67; Greek philosophy and modern education, **88**:365–68; Preliminary report on educational statistics, +**86**:105–6; President's address, Department of School Superintendence, **85**:160; Discussions on: Common-school education, **86**:555–56; Preliminary report on Educational statistics, +**86**:105

Brown, LeRoy Decatur, *In memoriam* (J. J. BURNS) **99**:236–37

BROWN, MARION.—Is there a nationality problem in our schools? **1900**:585–90; Kindergarten work in relation to the normal school, **97**:714; The southern state normal schools, **98**:732–36; Discussions on: Training schools, **99**:902; Twelve-year course of study, **05**:435

BROWN, MOSES TRUE.—Delsarte's philosophy of expression, **82**:55–62

Brown, Neil, Address of welcome, **68**:10–12

Brown, William G., Remarks, **73**:77

BROWN, WILLIAM LEROY.—Elective system, **77**:87–95

Brown University, Endowment of, **73**:67

Brown, Z. H., Discussions on: Inspection and supervision, **01**:278; Superintendent's time, **03**:227

Brownson, Orestes, (quoted) On parochial education, **89**:174–76

BRUCE, WILLIAM GEORGE.—Are educational journals educational? **99**:208–10; Conventions of school boards, **96**:970–73; *Quo vadis*, school board? **99**:1125–31; Recent progress in school administration, **05**:828–31; Schoolroom temperature and humidity, **01**:811–15; Discussion on School boards, **94**:713–15

BRUMBAUGH, MARTIN G.—Educational principles applied to the teaching of literature, **1900**:169–74; Means of improving efficiency of grammar school: Eliminations and modifications in course of study, **06**:108–12; Mission of the elementary school, **98**:343–48; Nature-study, **96**:141–51; Progress of education in Porto Rico, **02**:253–56

Bruner, Frank G., Discussion on The school and the child's physical development, **05**:749–51

Brush, Judson L., Address of welcome, **95**:54

Brush and pencil, Relative value of, as mediums of expression (B. SNOW) **1900**:516–23

Bryan, Mr., Discussion on Admission to normal schools, **98**:747

BRYAN, ANNA E.—Kindergarten methods: The letter killeth, **90**:573–81

BRYAN, E. A.—Economic interpretation of history, **99**:186–96

BRYAN, E. B.—Education in the Philippines, **04**:100–4

BRYAN, W. J. S.—Comparative study of methods of science instruction of the various countries, as shown by their exhibits, **04**:844–49; Formation of a federation of secondary-school associations, **03**:476–79; President's address, Department of Secondary Education, **01**:567–70; To what extent should a high-school pupil be allowed to choose his studies? **1900**:428–35; Discussions on: History, **03**:485; Zoölogy, **01**:585; Leader of Physiology Conference, **01**:602–4

Bryan, W. J. S., Leader Round-Table Conference of Principals, **02**:485–88

BRYAN, WILLIAM L.—Child-study, **93**:777–79; **95**:412–18; 905–6; Eye and ear-mindedness, **93**:779–81; Hygiene of motor development, **97**:279–80; Modification of high school to meet twentieth-century demands, **04**:496; President's address, Department of Higher Education: Excessive expansion of the course of study, **05**:482–86; Science and education, **95**:161–5; Scientific and non-scientific methods of child-study, **96**:856–60; Discussion on: Child-study, **94**:179–81

BRYANT, GEORGE H.—The boy and his handicraft at home [an abstract] **03**:651–52

BRYANT, WILLIAM M.—Freedom of will, **92**:552–55; Leigh's method of teaching reading, **73**:262–70

BUCHANAN, ELIZABETH.—Problem of the grades, Classification and promotion, **1900**:128–37

Buchanan, G. V., Discussion on Work of the superintendent in small cities, **01**:283

Buchanan, John L., Discussion on State supervision, +**87**:167–70

BUCHANAN, J. R.—Full-orbed education, **75**:41–58; Moral influence of manual training, **83**:37–46; Discussion on Industrial education, **77**:223, 236–37

Buchanan, John T., Discussions on: Biology, **95**:622–23; College entrance requirements, **97**:315; High school, **04**: 495; Organization *vs.* originality, **90**: 236–38; Reports of Committee of Ten, Latin, **94**:152–55; Secondary-School Association, **03**:479

BUCK, B. F.—Modification of high school to meet twentieth-century demands, **04**: 496–502

BUCK, PHILO MELVYN.—The aims of English teaching, **05**:454–58; Laboratory method in English composition, **04**:506–8; Discussions on: Public libraries and schools, **01**:841; Reading, **01**:579

BUCKBEE, ANNA.—Methods of teaching child-study in normal schools, **04**:787–90

BUCKHAM, H. B.—Personal and acquired gifts of teaching, **76**:196–203; Relative contributions of scholarship and methods to power of teacher, **73**:190–98

Buckle, Henry T., Works, **96**:293

BUEHRLE, R. K.—Education as a preparation to earning a living, **88**:173–82; Discussions on: Biological science and education, **98**:175; Continuous sessions in normal schools, **98**:417–20; Efficient supervision, **88**:526; Efficient teachers, **99**:306; Examinations and promotions, **94**:296–97; No recess, +**84**:75; Qualifications of teachers, +**88**:69; Secondary schools, **90**:540–42; Township high school, **98**:318

Buffalo report on normal schools, **97**:710–17; Discussion, 717–21

BUISSON, BENJAMIN.—Address as delegate from France, **93**:39–40; Address Education Day at New Orleans, +**85**:105–8; Curriculum in public schools, aspects of the question in France, **93**:262–66

BULKELEY, JOHN W.—Inaugural, **60**: 19–27; Report on cost per capita, **66**: 72; Textbooks, **70**:192; Town, county, and state associations, **64**:184–88; Discussion on School supervision, **68**:43

Bulkeley, J. W., *In memoriam*, **88**:677–78

BULLOCK, J. G.—Sanitary conditions among the Indians [an abstract] **1900**:706–7; Tuberculosis (among Indians), how caused and how prevented, **02**:867

BULLOCK, ROYAL W.—Some observations on children's reading, **97**:1015–21

Buntin, J. A., Discussion on Indian educational exhibits, **04**:984

Bureau of Education, Committee to memorialize Congress in behalf of the, **77**:67

Bureau of Education, Exhibit of the U. S., at the Universal Exposition, 1904 (W. T. HARRIS) **04**:183

—— Report of Special committee on legislation to increase the efficiency of the, +**89**:12–13

Bureau of Plant Industry and industrial education in Indian schools (S. B. SIPE) **05**:938–47

BURGESS, I. B.—Translation from classical languages as a training in English, **96**: 563–68

Burgess, O. A., Discussion on Brain culture, +**75**:44–46

BURK, FREDERICK L.—A curriculum of applied child-study for the kindergarten and primary school, **99**:1051–57; The influence of exercise upon growth, **99**: 1067–73; The kindergarten child physically, **99**:570–74

BURKE, E. A.—Address Education Day at New Orleans, +**85**:99–101

Burke, John, Discussion on Test of teachers' work, **95**:227–28

Burks, J. D., Discussion on Teaching agriculture, **02**:437

BURLESON, RUFUS C.—Defects in college discipline, **90**:678–85; Education in Texas, **77**:58–63

Burlingame, L. D., Discussion on Trade schools, **03**:607–9

Burnham, Mr., Discussion on History in secondary schools, **01**:601

BURNHAM, WILLIAM H.—Bibliography of school hygiene: I, Books and articles; II, Journals; III, Reports, etc., **98**: 505–23; Child-study as a basis of pedagogy, **93**:718–20; The hygiene of the kindergarten child, **04**:416–22

BURNHAM, WILLIAM R.—Education from the genetic point of view, **05**:727–32

BURNS, J. J.—Philosophy of illustration, **81**:218–30; Discussions on: English in the grades, **1900**:423; Language, **1900**:447; *In memoriam* LeRoy Decatur Brown, **99**:236–37

BURR, Mrs. CLARA A.—Kindergarten in normal schools, **87**:335–38

BURRAGE, SEVERANCE.—Medical inspection of school children, **98**:539–44

Burrill, Mr., Discussion on Mathematics **04**:521

Burris, W. P., Discussion on Correlation, **96**:307–9

Burritt, Ruth R., Discussion on Kindergarten in the common-school work, **79**: 163

Burroughs, George Stockton, *In memoriam*, 02:894

Burrus, John H.—Educational progress of the colored people in the South, 89: 202–9

Burt, Mary E.—Literature for children, 89:253–65

Business, Committee on, 70:96; Ethical side of (D. W. Springer) 95:890; Laws and ethics of (H. M. Rowe) 97:818–24; Morals in (S. S. Packard) 94:965–71; Requirements for actual (G. A. Booth) 02:675–79; Should colleges and universities educate men for (W. D. Anderson) 1900:549–55

Business colleges, Evolution of (S. S. Packard) 93:788–90

—— High-grade schools, a public demand (M. Dewey) 96:832–34

—— An ideal business college (W. J. Amos) 94:971–76

—— Practical advantages of (G. Soulé) 93:791–93

—— Relation of, to industrial, commercial, and financial interests (A. D. Wilt) 93:793–95

—— A study of advertising as applied to (W. J. Wheeler) 1900:573–76

Business community school, How I conduct a (C. E. Howard) 99:1002–7

Business-course problem, The (A. Davis) 99:999–1002

Business courses in public schools, Are they inimical to education (A. E. Winship) 02:652–54

Business education (D. W. Springer) 98:857–63; (J. M. Anderson) 02: 681–86

—— Benefits of a (Ira Mayhew) 93: 803–5

—— Communication between schools, 96: 818–20

—— Correlation and co-ordination of business branches (J. M. Mehan) 96: 794–803

—— Correlation of studies in (J. M. Mehan) 96: 794–803

—— Course of study in, for high schools (A. Davis) 96:804–8; Discussion: S. Eaton, D. W. Springer, 809–11

—— The evolution of (I. O. Crissy) 99:1018–25

—— Expectations concerning (L. J. Gage) 98:863–67

—— from the standpoint of the general high school (B. DeR. Parker) 04: 725–30

—— from the standpoint of the independent school of commerce (J. J. Sheppard) 04:719–25

—— High-school course as a preparation for (C. H. Thurber) 97:808–18

—— Higher aspects of (R. E. Gallagher) 93:796–98

—— in our public schools (J. H. Francis) 99:1008–15; Discussion: C. C. Marshall, 1015–18

—— in the high school (E. R. Johnson) 98:867–73

—— in the state of New York (I. O. Crissy) 98:882–85

—— its place in the American curriculum (S. S. Packard) 92:461–70

—— Stenography and typewriting as branches of (I. S. Dement) 93:798–800

—— Value of a (A. S. Osborn) 94:989–94

—— What constitutes a (I. O. Crissy) 01:724–30; Discussion: T. W. Bookmyer, R. B. Seymour, L. L. Williams, 730–34

Business Education, Department of: 93: 787–807; 94:957–94; 95:862–90; 96: 791–835; 97:792–824; 98:856–92; 99: 998–1030; 1900:542–81; 01:721–57; 02:644–701; 03:719–52; 04:709–36; 05:669–705

—— —— Address of president (A. N. Palmer) 97:793–97; (H. E. Doggett) 01:722–24

—— —— Memorial to J. M. Mehan, 01:721

—— —— Report and resolutions of Committee on Standard of Business Colleges, 97:793

—— —— Report of the Committee of Nine, 02:645; 04:709

—— —— Report of Committee on Resolutions on: Commercial course in high schools, 03:719–20; Three forms of commercial education, 05:670

Business Educators' Association of America, Constitution of, 94:958; President's address (R. E. Gallagher) 94:961–65; Secretary's minutes, 94:957–60; Value of alliance with N. E. A., 95:873–78

Business high schools, Course of study for (Allan Davis) 96:804–8

Business man, Education of the (J. Mac Alister) 93:805–7

—— What shall the public school do for the (H. M. Rowe) 02:655–60

—— What should be the education of a (J. B. Walker) 05:674–78

Business methods, Comparison of modern, with educational methods (G. H. Martin) 05:320–25

Business schools, High-grade, a public demand (M. Dewey) 96:832–34

Business subjects, At what age should the student begin; Discussion: E. N. Bonnell, E. W. Stitt, 02:666–69

Business training; good and bad (J. M. MEHAN) 94:980–83

Business training in public schools (M. T. SCUDDER) 01:740–47; Discussion: H. E. Brown, J. C. Benedict, 747–49

Business woman, The world's need of the (S. A. SPENCER) 93:800–3

Buss, Angelica M., Letter of gratitude, 63:92

Busser, S. E., Discussion on School reading thru libraries, 99:1143

BUTLER, AMOS W.—Education and crime, 01:560–64

BUTLER, JAMES D.—Classical studies, 74:187–204; Remarks on Elective system, 74:161

BUTLER, NICHOLAS MURRAY—Address before Department of Indian Education, 02:877; Address of welcome, 94:50–51; Comenius, 92:723–28; Democracy and education, 96:86–95; Educational exhibit of 1892, 90:425–28; Educational problems in Europe, 94:460–70; Educational progress for the year, 99:439–51; Length of the baccalaureate course and preparation for the professional schools, 03:500–4; Manual training, +88:34–37; The outlook in education, 99:170–76; Professional and technical instruction in universities, 94:619–23; Psychology in its relation to pedagogy, +89:26–42; Remarks as president-elect of N. E. A., 94:38–39; as retiring president, 95:36; on election as trustee, 96:35; on membership in N. E. A., 22; Resolutions on Committee of Twelve on Rural Schools, 95:47–48; on appropriation for secretary and treasurer, 95:51–52; on investigation into course of study in secondary schools, 92:31; Response to address of welcome, 95:59; Shortening of undergraduate curriculum, 98:717–18; Some criticisms of the kindergarten, 99:536–41; Some pressing problems, 02:66–75; Status of education at the close of the century, 1900:188–96; What knowledge is of most worth? (presidential address) 95:69–80; Discussions on: College entrance requirements, 97:652–53; Correlation of studies, 95:347–49; Pedagogical work in universities, 92:780; Report of Committee of Ten; 94:666; School of the future, 91:100; Taxation and salaries, 02:328, Universities and schools, 91:502–4; University and the teacher, 94:559–62

BUTTERFIELD, L. A.—Visible speech, +80:10–15

BUTTRICK, WALLACE.—The beginning and aims of the General Education Board, 03:116–23; The General Education Board, 06:490–95

BYINGTON, Miss S. LILLIAN.—The development of rhythm, 97:774–77

By-laws and rules of order, Appointment of Committee on, 59:4; Report on, 60:4

By-laws for library trustees (W. R. EASTMAN) 99:510

By-laws of N. E. A., 06:541

—— Proposed, 06:24–28

BYRNE, J. M.—Teaching of writing, 94:984–89

C

Calculation, Rapid, business practice, and higher accounting (S. H. GOODYEAR) 97:804–7

Caldwell, H. W., Discussion on European history, 02:481

CALDWELL, LUTHER.—Address of welcome, 73:5

Caldwell, Otis W., Discussion on Nature study and science, 04:894

CALDWELL, W. H.—History in high schools, Source-study method, 97:670–76

CALDWELL, WILHELMINA T.—Mothers' meetings among the poor, 95:535–38

Calendar of meetings, 97:6–7; with list of executive officers, 06:541–43

Calf-path, The; poem (SAM W. FOSS) 06:151–52

CALHOUN, A. W.—Effect of study on eyesight, 81:117–29

California, The first free school in (JONATHAN D. STEVENSON) 88:676–77

—— Pensions of teachers in, **Com. Sal.,** 05:394–458

California schools, Report on (J. M. GREENWOOD) 88:715–18

California system of school maintenance (S. T. BLACK) 97:505–7

California University, +87:22–27; (W. C. JONES) 88:444–50

Calisthenics, +84:63

CALKINS, NORMAN A.—Address, Department of Superintendence, 83:14–16; Development of mental and moral power, 81:69–79; Manual training in primary classes, 90:828–34; Object teaching, 72:126–31; President's address, 86:69–76; Remarks introducing Professor A. S. Bickmore, +83:9; Response to address of welcome, 86:63–64; 91:71; 92:53–54; 94:58–59; Discussions on: Elementary education, 90:357; Textbooks, 71:82

Calkins, Norman A., *In memoriam* (H. S. TARBELL, E. C. HEWETT, and others) 96:218–26; Resolutions on death of, 234

Call for a convention to organize a national association (D. B. HAGAR) 06:516–17

Call out the leaders (J. R. BISHOP) 02:456–58

Cambridge plan in elementary schools, **03**:319, 321

Camp, D. N., Discussions on: Object-teaching, **72**:134; Reading, **80**:210

Campbell, C. F., Discussion on Indian educational exhibits, **04**:983

Campbell, Charles F. F., Discussion on Study of the unusual child, **03**:997–98

CAMPBELL, FREDERICK M.—Education on Pacific coast, +**87**:16–45; State textbooks, +**87**:173–78; President's address Department of Superintendence, +**89**:23; Remarks, **88**:56; The state and higher education, +**89**:254–61; Discussions on: Criticism of public schools, **88**:164; Examination of teachers, +**89**:222; State support, **87**:174

Campbell, Mrs. Helen J., Founder of Washington, D. C., cooking school, **81**: 241

CAMPBELL, MARY R.—The Chicago Hospital School for Nervous and Delicate Children, its educational and scientific methods, **04**:952–61; Extracts from a recent investigation in sociology, **05**:906–14; Indian education, **05**:929–31; Some laboratory investigations of subnormal children, **04**:744–54; Discussion on Waywardness in children, **04**:802

Campbell, W. T., Discussion on Mathematics, **03**:483

CANDLER, W. A.—Education in South since 1865, **89**:339–43

CANFIELD, JAMES H.—Does wide election, and do minute courses, weaken undergraduate courses in universities (a symposium) **05**:494–501; Educational Exhibit of 1892, **90**:394–96; Ethics in college, **92**:108–14; Letter of transmission in Report of Joint Committee on Instruction in library administration in normal schools, **06**:215–16; **Lib. Adm.**; **06**: 5–6; Professional and technical instruction in universities, **94**:623–24; Public libraries and public schools, **01**: 836–41; Response to address of welcome, **88**:50–52; **89**:63–64; **90**:84–86; Rural population and higher education (Report of Committee on Secondary Education) **89**:370–89; Winners of men, **97**: 169–73; Discussions on: College entrance requirements, **97**:655; Higher education in the rural population, **89**:389, 390; Library privileges for villages, **05**:857; Library work in normal schools, **04**:919; State universities, **01**:612

Cape Colony, Africa; Elementary and secondary education in (MAY BENGOUGH) **93**:903–7

Capen, E. H., Discussion on College entrance requirements, **97**:315

Capitalists, Influence of, on colleges, **95**: 650, 654

Caplin, J. F., Discussion on Physical science, **02**:473

CARHART, HENRY S.—Humanistic element in science, **96**:943–51

Carleton, I. N., Discussion on Physical science, **72**:158

Carlin, Regina M., Discussion on Vocal music, **93**:523

Carlisle, E. E., Discussion on City superintendents, **05**:251

CARLISLE, J. H.—Prize system and colleges, **82**:46–54

CARLISLE, J. M.—Patriotism in southern schools, **94**:576–84; Discussion on Interstate recognition of state certificates, **96**:391

Carman, C. W., Discussion on Natural science in common schools, **91**:595–98

CARMAN, GEORGE N.—Report of the Committee on Accredited Schools, **02**:500–3; Studies in secondary schools, **93**:193–96; Discussions on: Accredited schools, **02**: 503; Students fitted for college at sixteen, **97**:657; Supervision of schools, **93**: 190

Carnegie Foundation for the Advancement of Teaching (H. S. PRITCHETT) **06**:504–6

Carnegie's gift, Teachers' pensions and, **05**:297–98

CARPENTER, FRANK O.—Commercial geography, the new science, **03**:732–37; Discussion on History in commercial course, **03**:725

Carpentry, **87**:200; (C. M. WOODWARD) +**89**:103; **90**:840

Carr, Ezra S., Industrial education of women, **76**:40–49

CARR, J. W.—Course for pupils who cannot complete high-school work, **99**:378; Providing better teachers, **05**:180–84; Response to address of welcome, **1900**:49; Discussions on: Boys leaving high school, **03**:798; Educational progress, **03**:340; Efficient teachers, **99**: 307; English in the grades, **1900**:423; Religious education, **03**:361; School boards, **03**:159; Seven-year course for ward schools, **03**:263; Supervision by the supervised, **97**:235–36

CARRINGTON, HENRY B.—History a patriotic force, **89**:333–39

Carrington, W. T., Address of welcome, **04**:43–45; Discussion on Agriculture in rural communities, **02**: 224

CARROLL, CLARENCE F.—Manual training and course of study, **96**:778–86; Method of taxation for school purposes in Indiana, **Com. Tax.**, **05**:75–86; Physical training in high schools, **05**:773–75; What should be the features of a modern elementary school building? **03**:235–39;

Discussions on: Applications of correlation, **96**:537–39; City normal school, **03**:545–47; City superintendents, **05**:250; Elementary school curriculum, **96**:353–54; Methods and courses of work, **97**:215; Normal school, **02**:214; Seven-year course for ward schools, **03**:262; Supervision by the supervised, **97**:233–35; Temperance instruction, **1900**:254

Carroll, John Lee, Address of welcome, **76**:5

CARTER, CHARLES M.—Art education, President's address, Art Department, **95**:810–14; Industrial drawing, **85**:302–6; **86**:443–51; Lessons to be drawn from the International Drawing Teachers' Congress at Berne, **05**:597–603; Outline of an eight years' course in instruction in industrial drawing, **86**:452–57; Discussion on Drawing, **03**:676–78

CARTER, Mrs. HANNAH JOHNSON.—Normal-school work in drawing, **90**:802–7; President's address, Art Department, **91**:762–64; Report on Form and color, St. Paul exhibit, **90**:58–62; With what should drawing begin? **93**:495–97; Discussion on Art education, **90**:152–54

CARTER, JOSEPH.—Agriculture as a science for the elementary schools, **01**:785–91; Practical value of teaching agriculture in the public schools, **02**:431–36; Discussions on: Libraries and schools, **97**:301; Manual training, **01**:269; Simplified spelling, **01**:220; Temperance instruction, **1900**:257; Work of the superintendent in small cities, **01**:280

CARY, C. P.—High-school privileges for country pupils, **05**:236–40; Library privileges for villages and rural communities, **05**:854-57

CASTERTON, Mrs. ELIZABETH.—Correlation of music with other branches of the school curriculum, **05**:637–42

CASTLE, E. W.—History as a study of life [abstract] **01**:599–600; Discussion, 601; Discussion on History in secondary schools, **01**:600

Cataloging and classification of books, **06**:251–61; **Lib. Adm.**, **06**:41–51

Cataloging small libraries, Hints for (W. R. EASTMAN) **99**:511–13

Catholic church, Contributions to the cause of education by the (C. B. PALLEN) **1900**:94–106

CATT, Mrs. CARRIE CHAPMAN.—The home and the higher education, **02**:100–10

Causes, On the complexity of (E. T. TAPPAN) **80**:163–67

Cavannah, Elizabeth, Cooking, +**89**:151

Census, Committee on Education and the tenth, +**79**:59; continued, **79**:70

—— Educational lessons of the (W. T. HARRIS) +**83**:24–38; Discussion: H. R. Waite and others, 38–42

Centennial Exposition, 1876; Circular letter of Director General to state governors, +**75**:109; Plans for Educational Exhibit at (JOHN EATON) +**74**:11, 48, 52; Discussion, 46–52; Appointment of committees, +**74**:26–27; Recommendations of Committee, +**74**:45; Remarks on (Gen. HAWLEY) +**74**:54–57; (W. D. KELLEY) 57–59; Program, +**74**:73–77

Central College Association, Sup. **70**:5–38

Centralization in local school system (H. H. HUBBERT) **98**:986–88; Discussion: W. C. Webster, 988–89

Century, The, and the school (F. L. SOLDAN) **81**:143–57

Cerebral development, Laws of, and modification on child-study (R. P. HALLECK) **97**:833–41; Discussion: M. V. O'Shea, 841–43

Certificate of examination of permanent fund (A. J. Rickoff) **91**:36; (R. H. Tillson) **92**:17

Certificates and diplomas granted by state and county, and schools of education, Recognition of (L. E. WOLFE) **04**:306–7; Discussion: G. W. Nash, 307–9

Certificates, Teachers', Round Table on national, **97**:297–98

CHADBOURNE, PAUL A.—True ideas of a college, **68**:23–25

Chadsey, C. E., Discussion on Commercial studies, **01**:581

Chair of pedagogy, A (R. G. BOONE) **90**:672–73

—— —— Pedagogical training in colleges where there is no (LEVI SEELEY) **90**:673–77

Chairs of pedagogy, should they be abolished (A. R. HILL) **05**:512–15; in universities, **91**:208–9

CHALMERS, W. W.—Objects and methods of physical training, from the standpoint of the general teacher, **04**:807–10; Promotions and grading, **99**:369–71; Discussions on: Good schools, **03**:234; School boards, **03**:162; Test of teacher's work, **95**:226–27

CHAMBERLAIN, ARTHUR HENRY.—Demand for trade schools: Educator's point of view, **03**:602–7; Problems that perplex, **05**:558–63; Discussion on Manual training, **97**:747–49

Chamberlin, Thomas C., Discussions on: Greek for B.A. degree, **93**:141; College entrance requirements, **97**:655

CHAMBERS, WILL GRANT.—Questionnaire methods of child-study, **04**:762–70

CHANCELLOR, WILLIAM E.—Education for social control, **01**:619–26

Chandler, Miss, Discussion on Laboratory botany, **01**:583

Chandler, Willard Harris, Address of welcome, 84 pt. II:21–23; *In memoriam*, 02:894–95

Changing the view-point (W. I. CRANE) 05:190–94; Discussion: J. F. Keating, G. H. Martin, 195

CHANNING, EDWARD.—Relation of geography to history, 95:192–96; Discussion on Elective system, 95:658–60

CHAPIN, A. L.—Higher institutions required (Report) 86:285–92

Chaplin, W. S., Address of welcome, 04: 54–55

CHAPMAN, FREDERICK E.—Vocal music in schools, 94:939–47; Discussion on Music, 92:523

CHAPPLE, B. P.—What Minnesota is doing for her blind children, 02:840–44

Character, Concentration of studies as means of developing (C. DEGARMO) 96: 309–15

—— Development of, 94:71; 95:285; 96:432

—— Development of moral (G. W. A. LUCKEY) 99:127–36

—— Religious element in the formation of (Rt. Rev. GEORGE MONTGOMERY) 99: 121–27

—— Symmetrical development of (ELLEN HYDE) 80:213–21

Character-building among Indian children (C. M. FOLSOM) 01:911–13

Character in athletics (W. H. P. FAUNCE) 04:558–64

Character-making, The unseen force in (G. H. MARTIN) 99:276–83; Discussion: S. B. Laird, 284–85

"Charitable," Can the term, be justly applied to the education of any children (E. A. FAY) 03:1007–11

Charlton, Edwin A., *In memoriam*, 98: 301–2

Charter provisions as related to the organization of school systems (W. H. MAXWELL) 05:214–23; (F. L. SOLDAN) 05:231–35

Chase, George A., Education in Kentucky, 77:66

CHASE, SUSAN F.—Choice of reading for the early adolescent years, 98:1011–14

Chautauqua system, 79:16; 90:243

Chemistry as part of a school or college course (ALEX. SMITH) 97:945–51; Discussion: H. H. Freer, Prof. Kohlenberg, W. A. Noyes, Prof. Palmer, 951

—— College, and its relation to preparatory work (I. REMSEN) 03:872

—— for secondary schools, Experiments in Com. Ten, 94:127–37

—— from the college standpoint (H. P. Talbot) 03:877

—— High school, in its relation to college work (A. S. Perkins) 03:880

—— —— from the city superintendent's point of view (W. F. Kunze) 03:878

—— —— *versus* college chemistry (R. P. WILLIAMS) 03:873–77

—— Normal-school view of teaching (L. C. Newell) 03:879–80

—— Report of Special Committee on, for College Entrance Requirements (A. SMITH) 99:794–800

—— Report of Subcommittee on Outline of Elementary (A. SMITH) 98:965–67

—— Study of, 79:80; bad methods in, 88:142

—— Teaching of beginning (PAUL C. FREER) 96:951–57

—— Value of, in secondary education (W. M. BLANCHARD) 04:872–78; Discussion: H. A. Senter, 878

CHENEY, FRANCIS J.—Normal schools in New York, 93:418–22; Discussions on: Admission to normal schools, 98:747; Biological science and education, 98:177; Practice school, 96:663; Teacher's *vs.* scholar's knowledge, 03:564; Training of teachers, 01:644

Chessin, A. V., Discussion on Mathematics, 04:521

CHEVRILLON, ANDRÉ L.—Study of English literature in French universities, 93: 168–76

Chicago Hospital School for Nervous and Delicate Children (MARY R. CAMPBELL) 04:952–61

Chicago plan of appointing and advancing teachers (C. D. LOWRY) 05:246–47

Chicago public schools, Child-study department of the (A. LOESCH) 02:710–16

—— —— Progress and aims of domestic science in the (H. S. TIBBITS) 1900: 257–61

Chicago school children, Some results of hearing-tests on (D. P. MACMILLAN) 01:880–88

Chicago Section of the American Mathematical Society, Report of the Committee on College-entrance requirements, 99: 764–78

Chicago selected for 1907 meeting of Department of Superintendence, 06:31

Chicago University admission requirements, 93:209; (W. R. HARPER) 96:631–35

Chidester, M., Discussion on School supervision, 88:523–26

Child, The (F. W. PARKER) 89:479–82

—— The development of the inner life of the (Mrs. M. KRAUS-BOELTÉ) 98:608–14

—— Educational possibilities for the country, in the United States (O. J. KERN) 04:89–94
—— The factory (L. B. EVANS) 04:244–49
—— The immigrant (JULIA RICHMAN) 05:113–21
—— in the training of kindergartners (N. OPPENHEIM) 05:344–46
—— The incorrigible (JULIA RICHMAN) 06:158–73
—— The individual (B. PAYNE) 04:422–26
—— Relation of the home to the wayward, 04:800–1
—— Theological life of a California (E. BARNES) 93:765–71
—— What manner of, shall this be (G. R. GLENN) 1900:174–80
Child labor (JANE ADDAMS) 05:259–61; Discussion: L. B. Evans, 261–62
Child labor and compulsory education: The school aspect (G. H. MARTIN) 05:103–11; The social and legal aspect (F. H. GIDDINGS) 05:111–13
Child life, School hygiene and (T. D. WOOD) 03:778–84
Child nature, 88:339–43
Child psychology *versus* adult psychology in the training of teachers I, (G. STANLEY HALL) 04:568–71; II, (E. H. RUSSELL) 571–75; Discussion: A. C. Ellis, 575–76
Child-study, and professional training of teachers (M. K. SMITH) 93:447–51
—— and psychology in normal schools, Round-Table Conference, 02:239–46
—— and the science of education (J. P. GORDY) 98:348–54
—— Application of, in the school (F. W. PARKER) 95:418–29
—— at Clark university (G. S. HALL) 96:860–64
—— basis of pedagogy (W. H. BURNHAM) 93:718–20
—— basis of psychological teaching (G. S. HALL) 93:717–18
—— Bearings of the laws of cerebral development on (R. P. HALLECK) 97:833–41
—— by Illinois society (F. W. PARKER) 96:844–46
—— by Minnesota society (L. H. GALBREATH) 96:846–50
—— Comparison of methods and results in (M. H. WINCHESTER) 04:791
—— Co-operation of parents with (C. C. VAN LIEW) 95:929–31
—— Criminal tendencies and the juvenile court, 04:797–99
—— Criticisms wise and otherwise on modern (JOHN DEWEY) 97:867–68; Discussion: B. A. Hinsdale, 868–69
Child-study, Department of: 94:995–1023; 95:891–943; 96:836–92; 97:825–69; 98:893–928; 99:1031–63; 1900:582–91; 01:500–39 (joint session with Kindergarten Department); 02:702–38; 03:753–816; 04:737–802; 05:707–753
—— department of the Chicago public schools (A. LOESCH) 02:710–16
—— The dominant seventh (H. E. HUNT) 93:720–24
—— Education from the genetic point of view, 05:727–32
—— First state association for, 95:427
—— First two years of the child (M. W. SHINN) 93:773–77
—— for Doctor of Pedagogy degree (E. BARNES) 93:446
—— for fathers and mothers (M. V. O'SHEA) 96:480–87
—— for the kindergarten and the primary school (F. L. BURK) 99:1051–57
—— Froebel's use of (Miss C. G. O'GRADY) 97:593–98
—— has it any help for the kindergarten? (BERTHA PAYNE) 97:586–93
—— The ideal school as based on (G. S. HALL) 01:474–88
—— in class work (L. H. GALBREATH) 97:292–94
—— in elementary schools (J. L. HUGHES) 97:288–90
—— in grammar and secondary grades (Round-Table Conference on) 04:797–802
—— in kindergarten and primary grades (Round-Table Conference on) 04:791–97
—— in normal and training schools (G. EDMUND) 99:1032–38
—— in normal schools (F. W. SMITH) 05:714–19; Discussion: E. A. Kirkpatrick, 719–21
—— in South Carolina (T. P. BAILEY) 96:852–54
—— in special clubs (H. A. MARSH) 05:721–24
—— in the grades (P. W. HORN) 04:797
—— in the training of teachers (J. G. THOMPSON) 98:916–21
—— in the university and college (G. S. HALL) 05:710–11
—— in Tompkins' Observation School (E. E. BROWN) 96:850–52; (T. B. BAILEY) 854–56
—— The kindergarten and (JOHN DEWEY) 97:585–86

Child-study, Laboratory tests as a means of (M. C. Williams) 04:770–76
—— List of articles on, 1884 to 1905, 06: 668–70
—— Method and scope of (M. V. O'Shea) 95:924–28
—— Methods of, in the kindergarten (J. B. Merrill) 97:598–603; (L. A. Palmer) 04:794–97
—— Methods of teaching, in normal schools (A. Buckbee) 04:787–90
—— Musical phases of (Florence Marsh) 96:891–92
—— A national society for, 97:869
—— New lines of attack in (F. E. Bolton) 02:703–10
—— Notes on a few books in (L. N. Wilson) 05:751–53
—— Parents as child-students (M. C. Bourland) 97:859–65
—— part of the teacher's art (C. C. Van Liew) 96:864–72
—— Pedagogical inquiry of (G. S. Hall) 85:506–11
—— Plea for special (W. L. Bryan) 93: 777–79
—— practicable for the teacher (G. T. W. Patrick) 95:906–14
—— Practical lines of, for the average teacher (G. W. A. Luckey) 97:826–32; Discussion: A. K. Whitcomb, 832–33
—— a problem for women's clubs, 05: 724–27
—— Progress in (S. E. Wiltse) 96: 837–43
—— Questionnaire methods of (W. G. Chambers) 04:762–70
—— Relation of, to work of superintendent (C. B. Gilbert) 96:881–82
—— Report of Committee on, of Collegiate Alumnæ (Mrs. Annie H. Barus) 94: 996–99
—— Report on, in Iowa (H. E. Kratz) 95:893–95; in Minnesota (M. V. O'Shea 895–98; New York state (E. R. Shaw) 899–901; Pacific coast (E. Barnes) 902–4; University of California (E. E. Brown) 904–5; in Indiana (W. L. Bryan) 905–6
—— Reports from various sections of the National Association for, 94:1000–3
—— Results of, in a country school (Anna K. Eggleston) 96:887–90
—— Round Table on, Department of Superintendence, 97:278–97
—— Scientific and non-scientific methods of (W. E. Bryan) 96:856–60
—— Some cautions to be observed in (O. H. Lang) 98:898–902
—— Some contributions of, to the science of education (R. P. Halleck) 98:354–62; Discussion: C. O. Hoyt, 362–63
—— Some practical results of (A. S. Whitney) 96:372–78
—— Some difficulties of (T. P. Bailey) 1900:582–84
—— The "still hunt" in (Sarah C. Brooks) 97:291–92
—— Systematic and unsystematic (W. L. Bryan) 95:412–18
—— Teacher's application of the results of (F. E. Spaulding) 03:761–66; Discussion: I. C. Bender, G. E. Johnson, 766–69
—— Theoretical and practical (Mary E. Laing) 97:296–97
—— Typical methods of, at the St. Louis Exhibit (W. S. Monroe) 04:759–62
—— Unsolved problems of (G. S. Hall) 04:782–87
—— What our schools owe to (T. B. Noss) 02:716–19; Discussion: John Dewey, 719–20
—— with the co-operation of parents (C. C. Van Liew) 97:294–96
—— Zoölogical psychology and (L. W. Kline) 04:776–82
Child voice, The (F. E. Howard) 97:784–89; Discussion: Mrs. Emma A. Thomas, 789–90
Child's course of study or the teacher's? Discussion: S. J. Walter, 98:243–46
Child's development and control (A. E. Tanner) 05:734–40; Discussion: E.G. Dexter, 740–42
Child's favorite study in the elementary curriculum (Earl Barnes) 03:420–25; Discussion: Ada Van S. Harris, J. H. Van Sickle, 425–28
Child's physical development, The school and the (S. H. Rowe) 05:742–49; Discussion: F. G. Bruner, 749–51
Child's powers in language, How Froebel planned to foster the (Mrs. A. H. Putnam) 02:417–21
Childhood, Physiology of, as applied to education (R. O. Beard) 02:720–27
—— Psychology of, 88:352–53, pl.
Children, Cause and cure of art unresponsiveness in (C. DeGarmo) 01:549–55; Discussion: G. Gunton, 555
—— city, Forms of industrial education best adapted to (C. H. Keyes) 06:203–7
—— Diagnosis of the capabilities of school (D. P. Macmillan) 04:738–44
—— Education of atypical, in public schools (M. P. E. Groszmann) 04: 754–59
—— Education of dependent (C. D. Randall) +80:19–31

—— Environment of (C. Conway) **85**:109–13
—— Essentials in a course of study for (J. L. Pickard) **93**:251
—— Fatigue among school (W. S. Monroe) **99**:90–93
—— The group morality of (G. E. Vincent) **05**:214
—— How shall, be led to love good books? (Isabel Lawrence) **01**:850–58
—— Language of (F. Tracy) **93**:737–39
—— Laws of Michigan for dependent, +**80**:83–89
—— Literature for (G. E. Hardy) **92**:154–56
—— Mental differences of school (J. A. Hancock) **97**:851–57
—— Minor mental abnormalities in (W. O. Krohn) **98**:162–72
—— Motor ability of (J. A. Hancock) **94**:1003–9
—— Natural activities of (Katharine E. Dopp) **04**:437–43; (G. S. Hall) 443–47; (L. D. Harvey) 447–52
—— Naughty (E. E. Brown) **99**:564–70
—— of our cities (M. E. McDowell) **96**:491–96
—— Periods of growth of, **81**:77
—— Play interests of (Will S. Monroe) **99**:1084–90
—— Respect of, for authority, **96**:185; for parents, absent in U. S., **84**:135; **85**:317
—— Schools for neglected (J. S. Small) **93**:315–19
—— Some laboratory investigations of subnormal (M. R. Campbell) **04**:744–54
—— Study of a test of, on ideals (E. Barnes) **03**:754–59; Discussion: L. A. Williams, 759–61
—— Study of, by means of their handwork (Elizabeth Harrison) **04**:792–94
—— Theological ideas of (E. Barnes) **93**:765–72
—— Truant, **92**:656; +**83**:77
—— What children know (J. M. Greenwood) **84**:195–98
—— What they read and what they ought to read (G. Stanley Hall) **05**:868–71
—— What they want to do when men and women (charts) (C. H. Thurber) **96**:882–87
—— What to do with bad, **82**:186
Children's Aid Society, **81**:53
Children's Appeal, The, poem (Mary Howitt) **90**:612
Children's collections (G. Stanley Hall) **85**:510–11
Children's gardens (Jenny B. Merrill) **98**:598–602
Children's interest in literature (I. Lawrence) **99**:1044–51
Children's interest in things (M. V. O'Shea) **96**:873–81
Children's interests, Practical results obtained thru the study of (G. W. A. Luckey) **97**:284–88
Children's reading, **06**:244–48; bibliography, 246–48; **Lib. Adm., 06**:34–38
Children's reading, Some observations on (R. W. Bullock) **97**:1015–21
Children's voices (L. M. Hawn) **95**:790–93
Childs, Charles F., Resolutions on death of, **66**:9
China, Educational conditions and progress in (C. M. L. Sites) **02**:144–50
Chinese and Japanese indemnity fund, Resolutions on, A memorial to Congress, **73**:92; Report of Committee on, with resolution, 92–93
Chinese in U. S., Education of (S. L. Baldwin) **86**:211–21; (C. S. Young) +**86**:96–103
Chrisman, Oscar.—Relation of the home to the wayward child, **04**:800–1; Sight and hearing in relation to education, **04**:939–46
Christian Brothers, Report of the exhibit of the, at New Orleans, **85**:528–31
Christianity, The common law of America and the, which is a part of it, **89**:170
Christopher, Dr. W. S.—Medical inspection in public schools [an abstract] **01**:236–38
Christy, Mrs. Anna H. (McCombs), *In memoriam* (E. C. Hewett) **99**:237
Chubb, Percival.—Avenues of language expression in the elementary school, **04**:452–59; Value and place of fairy stories in the education of children, **05**:871–79; Discussion on Teaching of composition, **05**:460
Chubbuck, Levi.—Response to address of welcome, Department of Indian Education, **04**:974–76
Church, Emma M.—Aims of drawing in the primary grades, **05**:603–5
Church, Relation of the, to higher education in the United States (E. J. James) **04**:68–83
—— Separation of, from school supported by public taxes (W. T. Harris) **03**:351–60
Church and state, Constitutional separation of, **89**:171–73
Church and state in education, **1900**:459

Church, The, and the public school (T. A. MOTT) 01:541–48; Discussion: R. A. Ogg, 548–49

CHURCHILL, ALFRED VANCE.—Art instruction as related to manual work, 03:635–40

Chute, H. N., Discussion on Teaching physics, 01:594

Cities, Drift of boys to, 88:298; 91:644; 92:575

Cities in which regular tests of sight and hearing are made, 04:949

Citizen, High school and the (H. C. MISSIMER) 89:507–12; (L. DONNAN) 89:512–20

—— Proper education of an American (G. N. GRISHAM) 98:272–76

Citizenship, Alaska's start toward (S. JACKSON) 03:1052–53

—— Discipline most valuable for (B. F. TWEED) 88:122–24; Discussion: H. S. Jones, C. C. Stratton, 124–26

—— Education and (B. P. RAYMOND) 92:394–98

—— Elementary school and the duties of (C. H. SPENCE) 93:278–84

—— Have Indian schools been successful in qualifying the Indian for (H. B. FRISSELL) 03:1049–52

—— The high school as a training place for (J. R. BISHOP) 97:696–98

—— Influences that make for good (H. P. EMERSON) 02:192–98; Discussion: H. P. Emerson, W. E. Hatch, J. MacDonald H. O. R. Siefert, 198–203

—— New standards of patriotic (G. H. MARSHALL) 95:134–39

—— Preparation for (D. BROWN) 88:102–10

—— Resolutions on Education for American, 69:7; 94:32; 95:32

—— Special work to prepare pupils for (W. A. MOWRY) 93:273–78

—— The study of American history as a training for good (J. BALDWIN) 95:139–42

—— The teaching of civics and, in the public schools (R. W. G. WELLING) 03:98–102

—— Training pupils for (J. N. MCJILTON) 60:60–82

Citizenship and education (J. L. M. CURRY), 84 pt. II:4–16

Citizens and teachers, Relations of (IDA C. BENDER) 97:248–53

City and town supervision of schools (R. W. STEVENSON) 84 pt. II:283–92

City expenditure on parks and parkways, Justification of (N. MATTHEWS) 03:102–9

City expenditures, Proposed form for, 99:350

City normal or training school, Influence of the (ELLA F. YOUNG) 06:121–24

City normal school of the future (F. B. BRANDT) 03:540–45; Discussion: C. F. Carroll, 545–47

City normal schools, Report of Committee on (L. H. JONES) 91:324–29

City school system, Interrelation of functions in a, 06:117–24

City school systems (J. L. PICKARD) 83:69–78; (W. T. HARRIS) 89:437–40; (W. H. MAXWELL) 90:447–60; Discussion: J. E. Bradley, A. S. Draper, A. Gove, H. S. Tarbell, and others, 460–68

—— Business side of (B. A. HINSDALE) 88:310–18; Discussion, 319–21

—— List of articles on, 1874 to 1905, 06:670–71

—— Report of Committee on (A. J. RICKOFF) 84 pt. III:19–24; Discussion, 24–26; (H. S. JONES) 86:276–82; Discussion, 282–84; (E. E. WHITE) 90:309–15; Discussion: A. A. Gove, W. T. Harris, and others, 316–20; Supplemental report (B. A. HINSDALE) 90:358–61; Discussion, 361–64; (A. GOVE) 96:464–69; Discussion: L. Dunton, B. A. Hinsdale, 469, 470

—— Report of Subcommittee on Organization of (A. S. DRAPER) 95:375–88; Discussion: A. B. Hart, A. P. Marble, E. E. White, and others, 388–97

City school yards, school gardens, and the surroundings of rural schools (O. T. BRIGHT) 03:77–85

City Schools, Report of Committee on (B. A. HINSDALE) 88:310–18; Discussion: Baker, Hancock, Harris, Higbee, and others, 319–21

—— Sources of supply of teachers in (AARON GOVE) 94:374–77

—— Supervision of (W. H. MAXWELL) 94:310–21

City superintendence (J. W. AKERS) +86:160–67

City superintendent, The, in small cities (C. E. GORTON) 1900:222–29

—— The trail of the (AARON GOVE) 1900:214–22

City superintendents, Duties of (AARON GOVE) 84 pt. III:26–33; Discussion, 34–35

—— —— Round Table of (J. P. SHARKEY) 99:369–79; (I. C. MCNEILL, W. A. HESTER, LOUIS P. NASH) 02:230–39

City superintendents of larger cities, Round Table of, 06:117–24

City training school, The place of the (ELLEN G. REVELEY) **91**:727–32; Discussion: A. J. Rickoff, 733; Influence of the (ELLA F. YOUNG) **06**:121–24

City training and practice schools (W. S. JACKMAN) +**89**:45–52

Civic education, The (W. W. FOLWELL) **84** pt. II:261–70; Discussion: I. W. Andrews, J. H. Canfield, E. J. James, 271–7

Civic life, Influence of the art school and art museum on (E. H. WUERPEL) **04**: 637–43

Civic life of the community, Effect of moral education in the public schools upon the (W. O. THOMPSON) **06**:42–49; Discussion, 49–51

Civics, How to teach (F. A. HILL) **91**: 657–65

—— Study of, **88**:304; **91**:625; **95**:369, 631

—— Resolution requesting instruction in, **87**:45

—— The teaching of, and good citizenship in the public schools (R. W. G. WELLING) **03**:98–102

—— What shall we teach in, as the American doctrine of religion and the state (S. F. SCOVEL) **99**:616–24; Discussion: J. H. Baker, J. F. Keating, S. F. Scovel, 624

Civil government, Report of Committee on History, and political economy, **Com. Ten, 94**:162–201

Civil service, **73**:111; Tenure in the (J. T. DOYLE) **03**:1057–63

Civil service and public schools, I (LEROY D. BROWN) +**87**:63–67; Discussion: W. N. Barringer, B. S. Morgan, 67–71; II (T. P. BALLARD) +**87**:71–77; Discussion: J. D. Haile, G. G. Luckey, A. P. Marble, H. R. Waite, 77–80

—— —— Tenure of office and maintenance of teachers (H. R. WAITE) **85**: 122–37

Civil-service reform, The public school and (G. W. CURTIS) **91**:481–93

Civilization and citizenship [of Indians], Drawbacks to (H. G. WILSON) **02**:862–63

—— and higher education (W. T. HARRIS) **01**:896–99

—— Culture most valuable for (J. BALDWIN) **88**:110–14; (G. H. ATKINSON) **88**:114–22

—— Relation of our colleges and universities to the advancement of our (J. J. KEANE) **93**:161–64

CLAPP, HENRY LINCOLN.—School gardens, **03**:85–88

CLARK, EOLINE.—Training of the high-school teacher, **94**:781–87

CLARK, Mrs. FRANCES ELLIOTT.—High-school music, **02**:626–33

Clark, F. H., Discussion on College entrance, **99**:631

Clark, Mrs. F. M., Discussion on Music methods, **99**:989

Clark, Mrs. I. H., Discussions on: Handwork, **05**:390–91; Applied design, **05**: 623–24

CLARK, JOHN E.—Shall teachers be pensioned? **96**:988–96

Clark, J. Edwards, Resolutions on Works of, **87**:554

CLARK, JOHN S.—Place of art education in general education, **95**:830–46, 851–56; Discussions on: Art and science, **96**: 715–16; Function of the public school, **87**:233–34; Manual training, **87**:233–34

CLARK, MINNIE CAROLINE.—Literature in high schools, **89**:265–74; Ministration of literature, **87**:417–27

Clark, O. C., Discussion on Physics for college admission, **97**:943

CLARK, S. H.—Psychology of descriptive gesture, **96**:497–504

CLARK, WILLIAM.—Elementary education in England, **91**:187–93

Clark University, Correlation of psychology and education in, **92**:777–78

Clarke, E. F., Address of welcome, **91**: 66–67

CLARKE, E. H.—Building of a brain, **74**: 100–9

Class intervals in graded schools (W. T. HARRIS) **1900**: 332–40; Discussion: W. H. Bartholomew, A. Gove, W. T. Harris, C. H. Keyes, F. W. Parker, 340

Class room libraries, **06**:227–28; **Lib. Adm., 06**:17–18

Class system (N. PORTER) **77**:95–105

Class work, How the superintendent may correct defective, and make the work of the recitation teach the pupil how to prepare his lesson properly (W. T. HARRIS) **06**:341–51

Classical Conference, Leader Henry White Callahan, **03**:470–76

Classical education insufficient, **64**:163; **83**:85; +**89**:162; **91**:502; **93**:202

—— Present methods in, inferior to past, **73**:148–50

Classical instruction in Prussia, Principles and methods governing, **85**:211–13

Classical program for high schools, **Com. Ten, 94**:41–51

Classical students, Geographical distribution of, in the secondary schools of the U. S., with map, **99**:705–6

Classical studies (J. S. JOYNES) **73**: 131–40

Classical Studies, A defence of (J. D. BUTLER) **74**:187–204
—— Disciplinary value of, **86**:360; **88**:279
—— in an American education (I. W. ANDREWS) **68**:17–22
—— Place, in an American system of education (W. P. ATKINSON) **66**:59–70
—— Report of Committee on Course of Study in, **76**:63–66
Classics, Claims of the (A. F. NIGHTINGALE) **87**:397–416
—— Means of securing study in the West (H. K. EDSON) **71**:160–64
—— The spirit of the (Mrs. J. HEERMANS) **99**:154–62
—— Study of, essential, **91**:319–20; **93**:130; **94**:567; **95**:632
—— —— Study of, should be begun early, **93**:205
—— Translation from the, as a training in the use of English (I. B. BURGESS) **96**:563–68; (W. C. COLLAR) 568–69; (F. A. MANNY) 570–72; Discussion: 572–74
Classification and instruction in rural schools (W. T. HARRIS) **97**:121–26
—— and promotion: Problem of the grades (Miss E. BUCHANAN) **1900**:128–37
—— of library books, **06**:259–61; **Lib. Adm., 06**:49–51
Classified lists of subjects, **06**:56
Classified yearly salaries of principals of elementary schools, Table III, **Com. Sal., 05**:329–93
—— —— of teachers (not including principals) in high schools, Table II, **Com. Sal., 05**:260–328
—— —— of teachers (not including principals) in elementary schools, Table IV, **Com. Sal., 05**:394–458
CLAXTON, PHILANDER P.—The need of kindergartners in the South, **1900**:376–83; Discussion on Kindergartens, **94**:493
CLEMENT, ARTHUR G.—Applied geography illustrated from the Louisiana Purchase, **04**:853–57; Discussion on Biology, **02**:468
Clifford, Miss J. B., Discussion on Biology, **02**:469
Closing exercises, **68**:37–38
CLUTE, OSCAR.—The head and the hand, **97**:737–42; Discussion on Manual training, **96**:767
COBB, CHARLES NEWELL.—Thirty years' progress in science teaching, **99**:1099–1102; Discussion on Physics for college admission, **97**:943
COBB, HERBERT E.—The real problem of the teacher of mathematics, **04**:518
Cobleigh, N. E.—Discussion on Mental science and object teaching, **70**:81–82
Coburn, C. R., Resolutions *in memoriam*, **69**:30
COBURN, FREDERICK W.—The economic value of art education, **01**:685–92
COE, GEORGE A.—Contributions of modern education to religion, **03**:341–45
Coeducation, **81**:17; (J. L. PICKARD) **84** pt. II:259; (G. S. HALL) **04**:538–42
— as it has been tested in state universities (R. H. JESSE) **04**:542–47
—— at the University of Chicago (A. W. SMALL) **03**:288–97
—— Higher education of woman contrasted with that of man; Discussion, **68**:35–36
—— in college (J. K. HOSMER) **74**:118–33; Discussion on, 134–35
—— in high schools (A. GOVE) **03**:297–99; Discussion: E. A. Gastman, J. F. Keating, J. T. Prince, E. P. Seaver, L. E. Wolfe, 299–300; (G. S. HALL) **03**:446–51; Discussion: J. R. Bishop, J. A. Bivins, F. S. Fosdick, G. S. Hall, 451–60
—— in relation to other types of college education for women (J. B. ANGELL) **04**:548–49
—— in University of Minnesota, **75**:72
—— List of articles on, 1874 to 1904, **06**:672
—— of the races (C. S. YOUNG) +**86**:96–103; Discussion: A. P. Marble and others, 103–5
—— of the sexes [abstract] (W. W. FOLWELL) **84** pt. II:259; Report on (J. HANCOCK) **90**:338–43; Discussion, 343–47
COFFIN, GEORGE M.—The administration and bookkeeping of a national bank, **98**:874–80
COGSWELL, FRANCIS.—Reconstruction of grammar-school course; The Cambridge experiment, **94**:333–38; Discussion on Training schools, **93**:408
Cohn, Adolphe, Group system of college studies [abstract] **94**:807–8
Coit, Henry A., *In memoriam*, **95**:205–6
Coldwater (Mich.), State Public School for Dependent Children at, +**80**:83–89
COLE, AARON HODGMAN.—The projection microscope; Its possibilities and value in teaching biology, **02**:771–78; Teaching biology from living plants and animals with projection microscope [abstract] **05**:814–15
Cole, Charles H., Discussion on Manual training, **03**:218
Cole, Charles W., Discussions on: Supervision, **94**:322; Improvement of teachers, 458; Teacher's work, **95**:224–25

Cole, G. M., Discussion on Music methods, **99**:989

COLE, SAMUEL W.—Purpose of teaching music in the public schools, **03**:695–99; Thinking sounds directly or indirectly, **96**:741–47

Coleman, Mrs., Discussion on Free traveling library, **1900**:655

COLLAR, WILLIAM C.—Translations from Greek and Latin, **96**:568–69

Collections of children, Various, **72**:157; **85**:510–11

College, Report on preparation for, **84** pt. III:36–38

—— True idea of a (P. A. CHADBOURNE) **68**:23–25; Discussion and resolution, 25–26

College, The small; I, Its work in the past (W. O. THOMPSON) **1900**:61–67; II, Its prospects (W. R. HARPER) **1900**:67–87

—— —— Place of (G. A. GATES) **04**:134–39

College admission, by certificate, **76**:37; **87**:148, 174; **90**:530; **96**:631, 636

—— —— the western plan, or the eastern method by examinations (G. E. MACLEAN) **05**:501–10

—— Music as a subject to be counted for (E. D. RUSSELL) **03**:708–13

—— Report of Committee on Requisites for (H. A. THOMPSON) **87**:461–64

College attendance affected by growth of high schools (W. T. HARRIS) **01**:174–80; Discussion: J. R. Parsons, Jr., 180–81

College chemistry and its relation to preparatory work (I. REMSEN) **03**:872

College course of study: class system or fixed curriculum (N. PORTER) **77**:95–105

—— Early American, **64**:164; **76**:68; **86**:288; (W. A. MOWRY) **86**:358–68

—— for the graduate of the high school (J. H. BAKER) **96**:364–72

—— Place of literature in the (H. B. SPRAGUE) **87**:448–60

—— Preliminary report of Committee on, with schedule, **87**:461–64

—— Raising the standard of, **73**:21

—— Selection of, not uniform, **74**:44

—— Shortening the (H. L. STETSON) **90**:668–70; **91**:449; (J. M. COULTER) **91**:696–701; **92**:124; **96**:440

—— Undesirable and desirable uniformity in (C. W. ELIOT) **92**:82–95

College curriculum (W. A. MOWRY) **86**:358–66; 382–85

College degrees (J. M. GREGORY) +**79**:180–82; Discussion, 182–83; Report of committee on, 192

—— at University of Virginia, **74**:166

—— "B.A.," **84** pt. III:37; **92**:73–76, 78, 80, 205

—— —— Greek for the degree of (W. G. HALE) **93**:118–25; Telegrams and letters regarding, 125–35; Discussion: T. C. Chamberlain, W. G. Hale, J. Imelmann, D. S. Jordan, P. Shorey, A. F. West, Professor Whipple, 135–42

—— —— in Sweden, **93**:61

—— "B.S.," **92**:73, 74–75, 78

—— "M.B.," **92**:78

—— "M.D.," **92**:80

—— "Ph.D.," **92**:72, 74, 76–77; On what conditions should it be given (W. O. SPROULL) **93**:156–59; In Sweden, **93**:61

—— Honorary, as conferred in American colleges (C. F. SMITH) **89**:281–98

—— Report of Committee on (D. READ) **71**:206–8; Discussion, 208; New committee named, 208; Report of (D. A. WALLACE) **72**:224–29; Discussion: C. W. Eliot and others, 229–230; **86**:383

—— Requisites for, **87**:461–65

College discipline, Defects in (R. C. BURLESON) **90**:678–85; Discussion, 685

College dormitories (C. K. ADAMS) **79**:101–7; Discussion: G. P. Hayes, E. J. James, E. T. Jeffers, L. Moss, J. L. Pickard, 107–8

College dwellings, Objections to barrack system, **74**:113

College education and professional life (J. C. HUTCHINSON) **90**:702–5

—— Business value of (S. N. FELLOWS) **85**:214–22

College entrance, thru the examination of school or pupil (E. G. DEXTER) **02**:494–500; *See also* College admission

College-entrance English (RICHARD JONES) **97**:684–94

College-entrance requirements (AUGUSTUS F. NIGHTINGALE) **97**:309–12

College Entrance Requirements, Committee on, History of, **06**:736–37

—— Age of entrance required, too high, **73**:22; +**88**:101; **96**:438

—— and high schools of the central West (E. B. GREENE) **97**:677–79

—— and secondary-school work in classics (J. C. KIRTLAND) **05**:470–73; Discussion: M. M. Hart, 473–74

—— and secondary schools, **90**:530

—— Chicago system (W. R. HARPER) **96**:631–35

—— Committee of Ten on, **Com. Ten, 94**:51–53

College Entrance Requirements, Committee of Three on, appointed, **90**:661; Report of Committee received, **91**:694

—— Committee on, from Departments of Secondary and Higher Education, appointed, **95**:636; plan of work for 1896–97, **96**:558

—— —— Report of chairman (A. F. NIGHTINGALE) **97**:647–52; Discussion: N. M. Butler, J. H. Canfield, A. H. Chamberlain, B. A. Hinsdale, A. C. McLaughlin, H. M. Stephens, **97**:652–55

—— —— Report of Committee, **99**:625–77; presentation of report by A. F. Nightingale, 625; Discussion: J. H. Baker, W. H. Black, H. L. Boltwood, F. H. Clark, E. W. Coy, D. S. Jordan, A. F. Nightingale, Mr. Seely, 630–33; Report, Part I, **99**:633–77: Historical sketch, 633–40; English literature, 640–47; History, civics, and economics, 647–48; Mathematics, 648–51; Sciences, 651–52; Physical geography, Biology, 652; Botany, Zoölogy, 653; Physics, Chemistry, 654; Resolutions, 655; National units, 670–74; Resolutions of thanks, and defining duties of editorial committee, 674; Conclusion, 675–77; Part II, Special reports, 678–817; Discussion of Report in joint session of Secondary and Higher Departments, by W. H. Black and B. A. Hinsdale, **1900**: 451–53; Partial list of those who assisted in Report, **99**:812–17

—— —— Outline of laboratory work in Physics, **99**:809–11

—— —— Report of Committee of Chicago Section of American Mathematical Society, **99**:764–78:—Preliminary remarks, 765; Methods, 766; Arithmetic, 768; Algebra, 769; Geometry, 771; Trigonometry, 773; Distribution, 774; Preparation of teachers, 776; Correlation, Library, Conclusions, 777

—— —— Report of Committee of Seven of American Historical Association, **99**: 755–64:—Important place of history, 756; College requirements, 756; Choice of subjects, 757; Recommendations, 758; More than one unit, 761; Entrance examinations, 761; Courses, 763

—— —— Report of Committee of Twelve of American Philological Association on Latin and Greek in secondary schools, **99**:678–705:—Work of the committee, 678; Preliminary observations, 681–84; Constitution of committee, 684; Greek courses in secondary schools, 685–89; Latin courses, 689–705

—— —— Report of Committee of Twelve of Modern Language Association, **99**: 707–55:—Preliminary, 707–10; Value of, 710–14; Methods of teaching, 714–23; Method for teachers, 723–26; Primary grades, High schools, 726–29; Three national grades, 729–32; Recommended courses of study, 732–54

—— —— Report of Committee on Botany, **99**:800–5; Methods of teaching, 800; Courses, 802; Committee, 803; Discussion, 804

—— —— Report of Committee on Chemistry, **99**:794–800; Value and place, 794; Method, 795; Subject-matter, 797; Equipment, 798; Discussion, 799

—— —— Report of Committee on Physical Geography, **99**:780–92:—Preliminary, 780; Committee and questions, 781–82; Scope, 782; Secondary-school course, 784–88; Textbooks, 788; Field and laboratory work, 788; Apparatus, 789; Reference books, 791; Preparation of the teacher, 791; Appendix: Apparatus for high schools, 793

—— —— Report of Committee on Zoölogy, **99**:805–8

—— —— Science in the grades, **99**:779

—— List of articles on, 1890 to 1905, **06**: 672

—— Requirements at Yale ((T. D. SEYMOUR) **96**:635–41

—— Round Table on, **97**:309–16

—— Uniformity in requirements, Report of Committee on Secondary Education (H. A. FISCHER) **90**:705–7; **91**:306–16

College ethical ideals, **96**:370

College fraternities, **93**:144

—— their influence and control (J. T. M'FARLAND) **90**:707–11

College government, Co-operative (M. C. FERNALD) **90**:685–90

—— Defects in (R. C. BURLESON) **90**: 678–85

—— an educational experiment (S. H. PEABODY) **89**:539–46

—— Report on (E. Orton) +**79**:192

—— Self-government, **75**:57

—— Student co-operation in (E. D. WARFIELD) **94**:816–17

—— Students' aid in, **96**:436

College graduates, in elementary schools (T. M. BALLIET) **02**:272–79; Discussion: E. Bouton, W. J. M. Cox, A. S. Downing, D. Fall, A. P. Poland, H. R. Sanford, E. O. Sisson, W. F. Slaton, A. K. Whitcomb, E. E. White, 279–86

—— in politics, **85**:216

College life, Extravagance of, **96**:436, 439; Lawlessness in, **79**:107; +**84**:135; Undergraduate (B. P. RAYMOND) **93**:142–45; Discussion, 145–46

College literary societies, Discussion on, **92**:377–78

College president, The satisfactions of being a (C. T. THWING) 1900:455–56
College Presidents and Delegates, Conference of, +79:201–14
College professors, Importance of pedagogical training for (H. F. FISK) 91:701–8
College publications, 93:103
College scholarships, 80:159–61
College students, Expenses of, 74:117
—— Physical training for the mass of (W. G. ANDERSON) 03:837–43; (F. N. WHITTIER) 03:843–46
—— supported by charity, +79:173–74
College training and morality (M. D. HORNBECK) 90:690–96
Colleges and elementary schools, The gap between (C. W. ELIOT) 90:522–33; Discussion: N. C. Dougherty, 533–35; J. E. Bradley, 535–37; J. W. Johnson, 537–40; R. K. Buehrle, 540–42
Colleges, Growth of confidence between high schools and (R. B. FULTON) 99:147–54
—— in Maryland, +89:265–66
—— in Ohio, 91:315; history, 89:235; 72:230; 74:64, 77, 97; 85:456
—— in southern states (J. D. DREHER) 86:367–85
—— in U. S., Statistics on, 86:367
—— Individuality in, 95:993
—— injurious to education, 74:60
—— Manual training in the secondary grades and (C. M. WOODWARD) 05:262–70
—— Physical training in (F. E. LEONARD) 97:909–15
—— People, The, and the (C. A. BLANCHARD) 90:662–67
—— Preparatory departments in, 71:181; 73:37, 48; 75:69; 77:70; 90:99, 538, 630–33
—— Prize system in (J. H. CARLISLE) 82:46–54
—— Regulation of athletic sports in (R. T. MCKENZIE) 93:636–41
—— Relation of, to civilization (J. J. KEANE) 93:161–64
—— Small and sectarian, 80:144; The Christian college and public instruction (J. W. STRONG) 87:152–57; 91:506; Future of the small college (J. F. CROWELL) 94:797–803; (J. B. KIEFFER) 94:804–6
Colleges and universities, American (D. C. GILMAN) 93:94–104
—— List of articles on, 1864 to 1905, 06:687–90
—— Physical training in (R. H. JESSE) 04:822–27
Collender, Professor, Discussion on Mathematics, 04:522
Collins, E. E., Discussion on State and county superintendent, 02:230
COLLINS, FRANK H.—Aims of drawing in high school, 05:610–11; Art education, President's address, Art Department, 92:479–81
Collins, Patrick A., Address of welcome, 03:41–42
Collins, J. V., Discussion on Algebra and geometry, 05:468–69
Colonial period, Home and school training in New England in the (THOMAS BRAINERD) 06:454–55
—— Home and school training in the South in the (T. J. MERTENBAKER) 06:455–57
Colonialism in American literature, 96:102
Colonies, American, Origin of free schools in the, 06:453–54
Colonies, Education in the (A. GOVE) 1900:305–10
Color and form, Report on, in exhibits at Toronto, 1891 (L. E. FAY) 91:258–62
—— form, and design (FANNIE S. COMINGS) 84:207–12
—— in nature and schoolroom (W. A. SHERWOOD) 91:789–96
—— in public schools (Mrs. M. D. HICKS) 94:906–15
—— Mission of (J. C. LOCKE) 90:796–802
—— not a separate study, 90:674, 678
Color sense, Education of the normal (B. J. JEFFRIES) +84:143–66
Colorado, Educational journalism in, 93:843
Colored Education Day at N. O. Exposition, Addresses on, +85:124–46
Colored people, Educational and religious interests of the (S. M. FINGER) +86:123–33
—— Normal school work among the (A. J. STEELE) 89:588–94; Discussion: A. Salisbury, 594–97
Colored race, Higher education of (A. OWEN) 89:546–53
Colquitt, Alfred H., Address of welcome, 81:5–6
Columbia's emblem, Poem (EDNA DEAN PROCTOR) 94:287–88; 01:150
Columbia College, Influence of the city upon, 93:147
Columbia University, Curriculum of, 92:80; Professional schools in, 93:147
Columbian Exposition, *see* World's Columbian Exposition
Columbus Day, Report of Committee on Celebration of, 94:256–57

Colwell, L. W.—Elementary mathematics and education, **97**:637–42

Colyar, A. S.—Education and the republic, **89**:311–28

Comenius, John Amos, 1592–1892, Three-hundredth anniversary exercises: Private life and personal character (J. M. Hark) **92**:703–11; Textbooks of Comenius (W. H. Maxwell) 712–23; Place of, in the history of education (N. M. Butler) 723–28

Comfort, G. F., Discussions on: Educational exhibit at Centennial Exposition, +**74**:52; National aid to education, +**74**:59, 61; Scientific and industrial education, +**74**:41; Systems of public instruction compared, +**74**:70

Comings, Fannie S.—Form, color, and design, **84**:207–12

Comings, W. R., Discussion on Supervision, +**87**:105

Commerce, University course in: I, University of Michigan (E. D. Jones) **05**: 689–92; II, Dartmouth College (H. S. Person) 692–96, 698–703; III, University of Pennsylvania (J. T. Young) 696–98, 703–5

Commercial branches in grammar and high schools (H. M. Rowe) **1900**:562–66

Commercial college training, Advantages of a (G. Soulé) **93**:791–93

Commercial course, for a Massachusetts high school (E. E. Gaylord) **02**:686–91

—— Science work of a four-year (A. Davis) **05**:678–82

Commercial courses, Length and content of (W. Doggett) **02**:661–64; Discussion: C. E. Stevens, 664–66

Commercial geography; The new science (F. O. Carpenter) **03**:732–737; Discussion: R. T. Green, Jr., C. A. Herrick, H. C. Hustleby, F. A. Tibbitts, R. Waterman, 737–38

Commercial high school, Advent of the (W. C. Stevenson) **99**:1025–30

—— History in the curriculum of the (C. A. Herrick) **03**:720–24

Commercial high-school course, The (W. E. Doggett) **1900**:555–62

Commercial schools, Work of private, as illustrated in the St. Louis Exposition exhibits (C. C. Marshall) **04**:714–16; Discussion: G. W. Brown, E. J. James, R. C. Spencer, P. R. Walker, 716–17

Commercial student, What shall the public school do for the, **02**:655

Commercial Studies Conference, T. H. H. Knight, leader, **01**:580–81; Discussion, 581–82

Commercial teachers, Education and training of (W. A. Scott) **01**:734–37; Discussion: Parke Schoch, 738–40

—— The preparation of, for the public schools (B. H. Meyer) **02**:669–74

—— Qualifications of (W. C. Stevenson) **05**:671–74

Commercial work, Mathematics in (E. L. Thurston) **03**:726–31

—— Science in (F. M. Gilley) **03**:738–41

Committee for New York State on Child-Study, Report of (E. R. Shaw) **95**:899–901

Committee of Conference between Colleges and Secondary Schools, Report of (N. M. Butler) **06**:734

Committee of Fifteen on Elementary Education, History of, **06**:735

Committee of Fifteen, Report of (W. H. Maxwell) **95**:232–37

—— Report of Subcommittee on Correlation of Studies in Elementary Education (W. T. Harris) **95**:287–333; Dissents: (J. M. Greenwood) 333–36; (C. B. Gilbert) 336–40; (L. H. Jones) 341–42; (W. H. Maxwell) 343; Discussion: N. M. Butler, C. DeGarmo, S. T. Dutton, W. T. Harris, W. B. Hervey, B. A. Hinsdale, C. A. McMurry, F. W. Parker, and E. E. White, 343–50

—— Report of Subcommittee on Organization of City School Systems (A. S. Draper) **95**:375–88; Dissents: (E. P. Seaver) 388–89; (A. G. Lane) 389; Discussion: A. B. Hart, B. A. Hinsdale, A. P. Marble, R. C. Metcalf, A. S. Draper, and others, 389–97

—— Report of Sub-committee on Training of Teachers (H. S. Tarbell) **95**:238–53; Discussion: A. B. Blodgett, W. J. Milne, J. W. Cook, and others, 253–59

Committees of Investigation, Special, and their reports, **06**:733–41

Committee of Seven of the American Historical Association, Report of, on College-entrance requirements, **99**:755–64

Committee of Sixty, Memorandum concerning Report of, **98**:964–65

Committee of Ten on Elementary Art Education, Preliminary report of the (L. S. Thompson) **99**:966–69; Report of, **02**:594–614

Committee of Ten on Secondary Education, Report of the: Feasibility of modifying programs to meet their suggestions (J. C. Mackenzie) **94**:143–51

Committee of Ten on Secondary School Studies, Report of, with the reports of the conferences arranged by the Committee. Published for the N. E. A. 1894, xii+249 p. Referred to in this Index as **Com. Ten, 94**:

Committee of Ten on Secondary Studies, Topics included in Report, **06**:656–57; History of, 734–35

—— —— Analytical index, **Com. Ten, 94**: vii–xii; Classical program for high schools, 41–51; College entrance requirements, 51–53; Division of the members, 11–12; List of members, 4; Members of the nine conferences, 8–11; Minority report (J. H. BAKER) 56–59; Origin of the conferences, 3; Places of holding conferences, 7–8; Program for high schools, 37–40; of Twelve years' course, 34–37; Questions for discussions of conferences, 6–7; Report of English Conference, 86–95; of Geography Conference, 204–36; of Greek Conference, 76–85; of History, Civil government, and Political economy conference, 162–203; of joint session of conferences on Physics, Natural history and Geography, 123; of Latin Conference, 60–75; of Mathematics Conference, 104–16; of Modern languages Conference, 96–103; of Natural history Conference, 138–42; of Physics, Chemistry, and Astronomy Conference, 117–21; Report of the Committee on Experiments, 124–37; Subjects of the conferences, 5–6; Summaries of recommendations on English, 20–21; Geography, 31–33; Greek, 19–20; History and Civics, 28–31; Latin, 19; Mathematics, 23–25; Modern languages, 22; Natural history, 27–28; Physics, Chemistry, and Astronomy, 25–27

—— Discussions of reports: Latin (J. T. Buchanan) **94**:152–55; English (A. F. Nightingale) 155–60; History (F. M. McMURRY) 160–65

—— Its use for improvement of teachers (F. W. PARKER) **94**:442–51

—— Modifications of secondary-school courses ignored by (C. H. KEYES) **95**: 731–41

—— Review of the Report (J. H. BAKER) **94**:645–60

Committee of Twelve of the American Philological Association, Address of, on study of Greek (W. W. GOODWIN) **95**: 632–35; On the study of Latin, **96**:560–61; Report on Study of Latin and Greek, **97**:644–45

Committee of Twelve on Rural Schools, History of, **06**:736

Committee of Twelve on Rural Schools, Report of (H. SABIN) **97**:385–583: Introduction, 385–99; Appendices A–S, 498–583

—— Report of Subcommittee on Instruction and Discipline (W. T. HARRIS) **97**: 473–91; Dissents (A. B. POLAND) 491; (L. E. WOLFE) 491–98

—— Report of Subcommittee on School Maintenance (B. A. HINSDALE) **97**:399–434

—— Report of Subcommittee on Supervision (L. B. EVANS) **97**:434–56

—— Report of Subcommittee on Supply of Teachers (C. C. ROUNDS) **97**:456–73

Committee on an American university, *see* American university, National university

Committee on Contemporary Education Doctrine, History of, **06**:740

Committee on College Entrance Requirements, *see* College Entrance Requirements, Committee on

Committee on Industrial Education in Schools for Rural Communities, Topics included in Report of, **06**:657–58; History of, 738–39

Committee on Instruction in Normal Schools in Library Administration, History of, **06**:741

Committee on National Aid to Education, Membership of, +**82**:35; +**83**:42

Committee on Normal Education, Report of (J. W. COOK) **95**:501–9; (Z. X. SNYDER) **96**:642–43; **97**:710–17; Discussion, 717–21

Committee on Normal Schools, History of, **06**:737

—— —— Report of: Practice schools (C. C. ROUNDS) **85**:429–36; Discussion, 436–38

Committee on Normal Training Schools, Report of (W. F. PHELPS) **72**:28–38; Discussion: D. B. Hagar, J. Hodgson, 38–40

Committee on the National Bureau of Education, History of, **06**:739–40

Committee on the Relations of Public Libraries to Public Schools, History of, **06**: 737

Committee on Physics, Report of, **99**:1097–98

Committee on Program, *see* Program Committee

Committee on Publication, *see* Publication Committee

Committee on Resolutions, *see* Resolutions, Committee on

Committee on Salaries, Tenure, and Pension of Teachers, Preliminary report (C. D. WRIGHT) **04**:370–77

Committee on Salaries, Tenure, etc., Topics included in Report of, **06**:657; History of, 737–38

—— Report: Special publication, July, 1905; referred to in this Index as **Com. Sal.**

Committee on School Sanitation, Hygiene, and Physical Training, Report of (W. A. MOWRY) **96**:449–63

Committee on Secondary Education, Report of: Place and function of the academy (W. A. MOWRY) **85**:447–55; Discussion, 455–58

Committee on State School Systems, Report of (H. SABIN) **95**:459–71; Discussion: J. Baldwin, E. Barnes, A. G. Boyden, G. P. Brown, J. W. Cook, B. A. Hinsdale, and D. L. Kiehle, 472–74

Committee on State School Systems, Report of: State supervision (J. H. SMART) **85**:439–43; Discussion, 443–46

Committee on Taxation as Related to Public Education, Topics included in Report of, **06**:658; History of, 738

Committee on Technological Education, Report of (C. M. WOODWARD) **94**:606–17; Discussion: J. E. Bradley, C. DeGarmo, W. T. Harris, C. C. Rounds, C. M. Woodward, 617–19

—— Report of (C. H. KEYES) **96**:421–26; Discussion: G. T. Fairchild, S. G. Williams, and others, 427–28

Committee on the Relation of Normal Schools to Universities, Report of (C. DEGARMO) **94**:821–32

Committee on Universal System of Key Notation, History of, **06**:740–41

Common law, The, and Christianity, **89**: 170–71

Common school, Relations of the, to industrial education (S. R. THOMPSON) **77**:218–21; Discussion, 221–23

Common-school branches from a professional point of view (I. LAWRENCE) **90**: 739–44

Common-school community, The (O. H. LANG) **02**:387–90

Common-school curriculum, Revision of the (M. A. NEWELL) **81**:80–86

Common-school education, A survey of: I. Historical sketch (W. H. BARTHOLOMEW) **86**:512–19; II. Necessary external conditions (VINA WARR) 520–25; III. The course of study (H. M. JAMES) 526–31; IV. Order of subjects (M. B. PHILLIPS) 532–37; V. Principles of method (A. L. ROUNDS) 538–45; VI. Country schools (J. C. MACPHERSON) 546–51; VII. Country-schools—special conditions (G. F. FELTS) 552–56; VIII. Summary—aims, limitations, etc. (L. D. BROWN) 555–56; IX. General discussion: I. J. Brooks, T. O. Hutchinson, 557–59

Common-school studies, Educational value of [Report] (J. H. HOOSE) **86**:403–19

—— Readjustment of, necessary (A. J. RICKOFF) **79**:40–49; Discussion: H. F. Harrington, 50–55; (A. J. RICKOFF) **81**: 22–28; Discussion: I. W. Andrews, 28–29

—— Some fundamental inquiries on (J. M. GREGORY) +**82**:80–96

Communism, Tendency toward, **88**:219

Community, The school as social center of the (J. DEWEY) **02**:373–83; Reaction in France (A. T. SMITH) 383–86; The common school (O. H. LANG) 387–90; Discussion: C. B. Gilbert, W. H. Black, 390–92

Comparative statistical study of school maintenance in North Carolina and the South (C. L. COON) **Com. Tax., 05**: 45–69

Comparison of modern business methods with educational methods (G. H. MARTIN) **05**:320–25

COMPAYRÉ, GABRIEL.—Competition among pupils, **86**:153; Educational journalism in France, **93**:845–51; Present situation of education in France, **93**:53–54; What France owes to America in the matter of education, **06**:417–20

Complexity of causes (ELI T. TAPPAN) **80**:163–67

Composition, The teaching of (T. C. MITCHELL) **05**:458–59; Discussion: P. Chubb, E. C. Noyes, 459–60

Composition work, **94**:774–76

Compositions, Subjects for: Shall we draw them from literature or from life? (E. L. MILLER) **98**:696–700

COMPTON, H. W.—What a small city is doing in manual training, +**87**:129–34; How to introduce manual training into city schools, +**89**:173–79

COMPTON, L. M.—The teaching of agriculture (to Indians) with reference to future employment, **02**:862

Compulsory attendance, Discussion: T. B. Stockwell, A. G. Lane, and others, **93**: 82–83

Compulsory education, G. F. Hoar's bill on National system of (J. P. WICKERSHAM) **71**:16–25; Committee on, 224; Discussion on: J. White and others, **83**:76–78

—— and child labor: The school aspect (G. H. MARTIN) **05**:103–11; The social and legal aspect (F. H. GIDDINGS) **05**: 111–13

—— in Illinois and Wisconsin (N. C. DOUGHERTY) **91**:393–401; Discussion: N. J. Hancock, J. MacDonald, O. E. Wells, 401–3

—— in Massachusetts (G. H. MARTIN) **91**:403–12; Discussion: E. P. Seaver, J. Hancock, I. N. Mitchell, A. P. Marble, B. G. Northrop, 412–22

—— List of articles on, 1871 to 1905, **06**: 674–75

—— of the Indian (H. B. PEAIRS) **01**:922; (G. W. NELLIS) **01**:923

—— Report of the Committee on State school systems on, **91**:294–97; Discussion, 297–305

—— Resolutions on, **69**:30

Compulsory laws and their enforcement (O. H. COOPER) **90**:186–91; Discussion: A. Gove, 191–92; J. O. Pierce, 192–94; E. B. McElroy, 194–96; J. B. Thayer, 196–99

COMSTOCK, CLARENCE E.—Correlation of mathematics and science, **05**:788–98; Unification of secondary mathematics, **04**:519–21; Discussions on: Algebra and geometry, **05**:469; Mathematics, **03**:480; **04**:521

Concentration as a means of developing character (C. DEGARMO) **96**:309–15

Concentration of studies, **95**:343, 347, 349

Concepts, How do, arise from percepts? (G. S. FULLERTON) **92**:545–48; (G. H. HOWISON) **92**:548–52

Concerning our limitations in educating mentally deficient children (M. E. POGUE) **05**:895–900

Conditions of admission to normal schools (W. P. BECKWITH) **03**:566–69; (R. H. HALSEY) **03**:569–75; Discussion: E. L. Hendricks, A. Salisbury, **03**:575–76

Conduct, Influence of religious education on the motives of (REV. E. A. PACE) **03**:346–51

Conference between Colleges and Secondary schools, Report of the Committee of (N. M. BUTLER) **92**:754

Conference of College Presidents and Delegates, +**79**:201–14

Conference of Representatives of Colleges and Secondary Schools, **92**:31

Conferences of the Committee of Ten, *see* Committee of Ten, Report

Confucius and his educational ideas (H. EUDO) **93**:308–13

CONGDON, C. H.—How pupils learn to know and do in music, **95**:778–85; Individual singing, **98**:840–44; Should music in the public schools be taught from the song to the exercise? **1900**:537–41; Discussions on: Grade teacher and music, **05**:656; Rhythm, **97**:777

Congress and the education of the people (W. H. RUFFNER) +**80**:73–82

Congress of Art Instruction, **93**:455–506; Topics of papers read at, **06**:654

Congress of Arts and Science, **05**:305–6

Congress of Business Education, **93**:787–807; Topics of papers read at, **06**:655–56

Congress of Education, General, **93**:15–66; Topics of papers read at, **06**:652; Appendix: Papers presented but not read, 656

Congress of Educational Journalism, **93**:809–51; Topics of papers read at, **06**:656

Congress of Elementary Education, **93**:243–319; Topics of papers read at, **06**:653

Congress of Experimental Psychology in Education, **93**:713–85; Topics of papers read at, **06**:655

Congress of Higher Education, **93**:87–176; Topics of papers read at, **06**:652

Congress of Industrial and Manual Instruction, **93**:589–614; Topics of papers read at, **06**:654–55

Congress of Instruction in Vocal Music, **93**:507–23; Topics of papers read at, **06**:654

Congress of Kindergarten Instruction, **93**:321–81; Topics of papers read at, **06**:653

Congress of Physical Education, **93**:615–78; Topics of papers read at, **06**:655

Congress of Professional Training of Teachers, **93**:383–454; Topics of papers read at, **06**:653–54

Congress of Rational Psychology, **93**:679–711; Topics of papers read at, **06**:655

Congress of School Supervision, **93**:67–86; Topics of papers read at, **06**:652

Congress of Secondary Education, **93**:177–242; Topics of papers read at, **06**:652

Congress of Technological Instruction, **93**:525–87; Topics of papers read at, **06**:654

Congresses of 1893 (C. C. BONNEY) **92**:380–83

Congressional Appropriations, Report of Committee on, +**79**:191

Congressional reporter, Duties and qualifications of the (D. W. BROWN) **98**:885–92

Congressional work for youth (W. K. WICKES) **96**:604–13

Connecticut State Teachers' Association, **06**:54

Conscience, Social basis of (JOSIAH ROYCE) **98**:196–99

Consolidated school, Industrial education in the, **Com. Indust.**, **05**:46–50

Consolidation of rural schools (W. K. FOWLER) **03**:919–29; (J. T. PRINCE) **03**:929–35; Progress in (J. W. OLSEN) **02**:793–97

—— and transportation of pupils, **01**:293–94

Consolidation of schools (J. Y. JOYNER) **04**:313–16

Constitution of the Nat. T. Assoc., **65**:215; **97**:1–5; Amendments, **66**:5, 6, 8; proposed, **97**:22, 33; adopted, 26; Report of Committee on amended, **70**:96; discontinued, 101–2

—— and By-laws, **77**:271–3

Constitution of National Teachers' Association, 06:534–35

Constitution of National Educational Association, with the various amendments, 06:536–41

Constructive work, 98:653–54

—— in education (W. S. JACKMAN) 04: 594–600

—— in the elementary schools (G. E. ENGLISH) 99:917–22; Discussion: Mrs. C. L. Place, 922–23

Contagious diseases in school (T. A. MOTT) 98:381–86; Discussion: B. C. Gregory, J. H. Snyder, 387–90

Continuous sessions in normal schools (I. SHEPARD) 98:410–17; Discussion: R. K. Buehrle, and others, 417–21; Report on Rural schools, Appendix S, 97:582–83

Continuous university sessions (J. H. RAYMOND) 99:819–26; Discussion: J. H. Raymond, F. W. Sanders, G. W. White, and others, 827

Contributions of modern education to religion (G. A. COE) 03:341–45

Contributions of religious organizations to the cause of education: I, By the Baptist church (O. H. COOPER) 1900:87–94; II, By the Catholic church (C. B. PALLEN) 1900:94–106

Control and spontaneity, Harmony between (J. L. HUGHES) 92:187–98

Convent schools in England (F. M. L.) 93: 879–83

Convention of teachers and superintendents of public schools, Philadelphia, 1849, 06: 467–71

Conversation as a vehicle of instruction in modern languages, Discussion on: Max Batt, G. W. Neal, G. A. Smith, 04:532–33

Convicts, Education of (JULIA S. TUTWILER) 90:601–8

CONWAY, CLARA.—Child's environment, 85:109–13; Needs of southern women, 84:169–76; Report of Committee on Hygiene, Physical education, 91:348–54; Discussion on Coeducation, 90:346

Conway, Moncure D., Letter on Arbor day, +84:49

Cook, A. P., Discussion on Teaching phy sics, 01:594

COOK, ALBERT S.—Address of welcome, 88:47–49; University and high school, 88:456–59

Cook, E. H., Address of welcome to President Harrison, 92:39; Address as retiring president, 240; Response to address of welcome, 91:70; 92:50; Discussions on: State supervision, 90:441–42; Topical plan, 72:192

COOK, FLORA J.—Place of nature-study in primary work, 96:519–25; Discussion on Number in primary work, 97:620

Cook, Frank, Discussion on Library in school instruction, 04:931

COOK, JOHN W.—Co-ordination of studies in normal schools, 95:714–17; Educational journals in Illinois, 93:833–39; Herbert Spencer's four famous essays, 04:223–26; How can the superintendent improve the efficiency of the teachers under his charge? 1900:276–87; Memorial address on William Bramwell Powell, 04:361–65; on George Howland, 94: 225–31; President's address: The need of a new individualism, 04:62–68; Professional training of teachers in normal schools, 94:86–93; Remarks on Francis W. Parker, 02:407; Report of Committee on Normal Education on practice work, 95:501–9; Teaching morals, 88:127–35; Discussions on: Admission to normal schools, 98:747; Arithmetic in elementary schools, 05:387; The community, 02:392; Educational progress, 03:339–40; Function of knowledge, 02:340; High-school curriculum, 05:532; Isolation in the school, 01:365; Librarians and books, 97:1028, 1032; Medical inspection of school children, 98:544; Reading, 98: 554; Report of Committee on Industrial education for rural communities, **Com. Indust.**, 05:97; Supply of teachers for rural schools, 98:578–82; Teacher's *vs.* scholars' knowledge, 03:560–63; Training-school, 98:756; *In memoriam* Albert Grannis Lane, 06:297–311

Cook, Miss Viola, Discussion on Industrial training for Indian teachers, 04:984

Cooking, 87:204, 546; +87:133; 89:458; +89:151; 90:857; 96:774–75

COOLEY, Mrs. ALICE WORDSWORTH.—Literature in the grades and how to use it, 03:198–206; Problem of the grades: Instruction, 1900:137–45; Reading in the first school year, 05:393–95; Discussion on Froebel and child's language, 02:425

COOLEY, EDWIN G.—The gospel of work, 01:197–201; The value of examinations as determining a teacher's fitness for work, 02:174–79; Discussion on High-school curriculum, 03:183–84

COOLEY, FRANK W.—Avenues of language expression in the elementary school, 04: 464–68

Cooley, Thomas M., Letter on Greek for "A.B.," 93:133

COON, CHARLES L.—Twenty-five years' progress of public education in North Carolina, **Com. Tax.**, 05:45–69

Coon, Henry Clarke, *In memoriam* (E. C. HEWETT) 99:237

Co-ordinate method in education, Advantages of the (C. F. THWING) 04: 547–48

Co-ordination in instruction and in education (Bro. NOAH) +85:65–69

Co-ordination of normal school and university (C. DEGARMO) 92:411–14

Co-ordination of studies (C. DEGARMO) 95:87–96, 344

COOPER, FRANK B.—Memorial address on Reuben S. Bingham, 04:368–69; Discussions on: Department of superintendence, 01:232–33; Supervision by the supervised, 97:237

Cooper, Frank D., Discussion on Teacher's work, 95:225

Cooper, J. A., Discussion on Practice school, 96:664

COOPER, OSCAR H.—Compulsory laws and their enforcement, 90:186–91; Contributions of religious organizations to the cause of education: I, By the Baptist church, 1900:87–94; Superintendent and good literature in schools, 87:530–34; University and schools, 91:493–98

COOPER, Mrs. SARAH B.—Kindergarten growth, 88:330–32; Kindergarten in relation to motherhood, 89:467–73; Organic union of kindergarten and primary school, 93:336–42

Cooper, Susan F., Letter on Arbor day, +84:50

Cooper Institute Art School, 82:160

Co-operative government [in colleges] (M. C. FERNALD) 90:685–90

Co-operation of universities and normal schools in the training of elementary teachers: I (F. M. MCMURRY) [Theses] 05:540–41; Discussion: E. Brooks, L. C. Lord, F. M. McMurry, 541–42; II (GUY E. MAXWELL) 542–45; In the training of secondary teachers, I (E. N. HENDERSON); II (Z. X. SNYDER) 05:546–55

Coppee, Henry, *In memoriam*, 95:205

Coppock, B. S., Discussions on: Industrial education for the Indian, 04:982; Normal trained teachers for Indians, 05:953

Copyright, international, Resolutions on establishing, +88:12; Report of Committee on, 90:369

Corbett, H. R., Remarks on Recognition of state certificates by other states, 96:391

Corley, Mr., Discussion on U. S. history in secondary schools, 98:85

Cornell, Ezra, and the U. S. land grants, 73:41–42

CORNELL, L. S.—Uniform textbooks, 88:225–29

Cornell, Watson, *In memoriam*, 02:895

Cornell University scholarships, 87:290

CORNISH, R. H.—Laboratory work in elementary physiography, 97:928–35

Cornwall, A. R., Discussion on Duties of educators to crime, 75:122

Correlation and co-ordination of business branches (J. M. MEHAN) 96:794–803

—— of educational forces in the community (S. T. DUTTON) 97:238–47

—— of high-school and grammar-grade work, 01:287–88

—— of mathematical studies in secondary schools (C. W. NEWHALL) 02:488–92

—— of mathematics and science (C. E. COMSTOCK) 05:637–42

—— of music with other branches of the school curriculum (Mrs. E. CASTERTON) 05:637–42; Discussion: W. A. Putt, 642–44

—— of studies between grammar and high schools to fit students for college at sixteen or seventeen, 97:655–57

—— —— in a normal school (N. C. SCHAEFFER) 95:709–14

—— —— in elementary education, Report of the Sub-Committee on (W. T. HARRIS) 95:287–333; Dissent from report (J. M. Greenwood, C. B. Gilbert, L. H. Jones, W. H. Maxwell) 333–43; Discussion, 343–50

—— of subjects in elementary programs (J. W. STEARNS) 90:200–6; Discussion, 206–12

—— of the schoolroom and farm work for Indians (E. C. NADIN) 02:870

—— Some applications of (F. M. McMURRY) 96:529–37

Corresponding members, List of, 06:743–45

CORSON, O. T.—Educational extremes, 97:147–51; President's address, 1900:58–61; The superintendent's authority and the teacher's freedom, 06:80–86

Cosmic suicide [abstract] (MCB. STERRETT) 92:556–57

COTTON, FASSETT A.—Teacher's salaries and how affected by the minimum salary law [of Indiana] 06:132–39

Cotton Exposition (H. I. KIMBALL) 81:160–64

COULTER, JOHN M.—Outline of work in botany for common schools, **Com. Ten,** 94:151–53; Report of the Sub-Committee on Botany in Secondary Schools, 98:967–69; Should the college course be shortened? 91:696–701

Coulter, S. M., Discussion on Microscope in teaching biology, 04:863

Council of Education: 84 pt. III: 3–67; 85:405–511; 86:261–331; 87:257–328; 88:253–321; 89:347–440; 90:289–364; 91:277–378; 92:747–806; 94:593–678; 95:440–509; 96:393–470; 97:317–583; 98:489–588; 99:380–529; 1900:297–364; 01:349–499; 02:306–408; 03:301–76; 04:333–77; 05:271–340

Council of Education, Constitution, **84** pt. III:64–67; **87**:325–28; **88**:253–56; **89**:347–50; **90**:289–92; **94**:593–96; **95**:430–33; **96**: 393–96; **97**:317–20; **98**:489–91; **99**:380–82; **1900**:297–99; **01**:349–51; **02**:306–8; **03**:301–3; **04**:333–35; **05**:271–73; amendments, **85**:406–7; **91**:284; **1900**:303; **02**:314

—— Department programs, **84** pt. I:72–74

—— Discussion on Plan for a national, +**80**:15–19; Committee appointed, 19; Report, **80**:90–92; Constitution, 92–93; organization, **94**:593–601

—— Investigations and Appropriations, Committee on, appointed, **1900**:303–4; resolutions, **03**:311; **04**:344

—— Members, **84** pt. III:58–60; **87**:318–21; **88**:256–7; **89**:350–51; **90**:292–93; **92**:747–48; **94**:597–98; **95**:434–35; **96**:397–98; **97**:321–22; **98**:492–93; **99**:383–84; **1900**:299–301; **01**:351–53; **02**:308–10; **03**:303–5; **04**:335–38; **05**:273–75

—— Proposed changes in working-plans of, **04**:343

—— Report of Advisory Committee on Simplification of Spelling (W. H. Maxwell) **05**:281–86

—— Report of Committee on Investigations and Appropriations, **02**:312; **03**:306–8; Supplementary report, **03**:309; **04**:338–42; Adoption of, 344; Amendment, 344; **05**:277–79

—— Report of Committee on Membership, **92**:757; **1900**:304; **01**:356–57

—— Report of Committee on Reorganization, **91**:281–83; **98**:495–96

—— Report of the president (T. W. Bicknell) **82**:xiii–xv, 77–87; (E. E. White) **84**:pt. I:78–79; **85**:3; (D. B. Hagar) **86**:15; **87**:40; (J. L. Pickard) **88**:25–26; **89**:41; (S. H. Peabody) **90**:41; **91**:42

—— Standing committees of the, **84** pt. III:60–63; **87**:321–24; **88**:258–59; **89**:352–53; **90**:294–95; **92**:749–50; **94**:599–601; **95**:436–38; **96**:399–402; **97**:323–25; Change in, **98**:496

—— Where reports of meetings for 1881 and 1882 may be found, **82**:81

Country child, Educational possibilities for the, in the United States (O. J. Kern) **04**:89–94

—— What form of industrial training is most practical and best suited to the (O. J. Kern) **06**:198–203

Country pupils, High-school privileges for (C. P. Cary) **05**:236–40

Country-school problem (W. F. Phelps) **75**:7–15; (E. Olney) **76**:30–38; (E. E. White) **94**:669–78; **97**:536–46

Country schools (J. P. Slade) **82**:17–30

—— Grading in, Report of Committee on State School Systems (G. A. Walton) **92**:793–98; Discussion, 799–801; (H. Sabin), **94**:349–57

—— A graduating system for (A. L. Wade) **79**:164–82; Discussion, 182–83

—— Resolution on Graduating system for, **79**:96

—— Special conditions (G. F. Felts) **86**:552–54

—— Suggestions for their improvement (J. C. Macpherson) **86**:546–51

—— Supervision of (J. W. Holcombe) +**84**:113–19; (D. J. Waller) **94**:368–72

—— What may be done for manual training in (A. Bayliss) **04**:623–27

Country schools and country roads (Roy Stone) **96**:198–200

County, The, as the unit of school organization [abstract] (L. B. Evans) **97**:507–8

County boards, their composition and duties, +**80**:98–99

County institutes, Course of music for (K. E. Stone) **99**:994–97

County officer, Chief, his appointment and duties, +**80**:96–98

County superintendency (J. W. Holcombe) **85**:162–70

County superintendents—their relations to teachers (E. B. McElroy) **86**:337–45

Course for pupils who cannot complete high-school work (J. M. Berkey, J. W. Carr) **99**:375–79

Course in physics for technical high schools (C. F. Warner) **03**:890–95

Course of instruction for rural schools, with groups of studies (Henry Sabin) **97**:546–60

Course of study, Additions to, to meet local industrial needs (C. M. Woodward) **93**:266–68; (A. P. Marble) 268–72

—— Committee on, granted more time, **75**:91; Report (W. T. Harris) **76**:58–68

—— Essentials in, for children, **93**:251–57; Discussion: L. H. Jones, B. A. Hinsdale, 247–62

—— Excessive expansion of the (W. L. Bryan) **05**:482–86

—— for rural schools (W. S. Jackman) **97**:525–27

—— for ward-school pupils, **03**:247–60

—— Improvements in the (D. Fall) **04**:316–19

—— in elementary and secondary schools, **04**:188–206

—— in secondary schools (G. N. Carman) **93**:193–96

—— its proper limits and divisions (H. M. James) **86**:526–31
—— Modernizing the (W. A. Hester) **02**:233–37
—— of the grammar school, Eliminations and modifications in the (M. G. Brumbaugh) **06**:108–12
—— Order of subjects in, with reference to laws of growth (Mary B. Phillips) **86**: 532–37
—— Situation as regards the (J. Dewey) **01**:332–48
—— Standard, for elementary schools in cities (R. G. Boone) **01**:303–18; Discussion: A. S. Draper, W. N. Hailmann, R. H. Halsey and others, 318–20
—— Superintendent's influence on the (W. H. Elson) **04**:188–94
—— What constitutes a practical (E. A. Singer) **80**:108–27
—— What omissions are advisable in the present course, and the basis of the same (F. M. McMurry) **04**:194–202; Discussion: E. H. Mark, C. S. Marsh, J. H. Phillips, 202–6
Covey, Claude C.—Necessity for books especially adapted to Indian children, **02**:874–75; The reservation day school should be the prime factor in Indian education [abstract] **01**:900–1
Cowgill, Paul A.—Promotions and grading, **99**:372
Cowham, Joseph H.—Training of teachers at Westminster Training College, England, **93**:401–5
Cowles, Sara M. A., Poem, Tribute to the memory of Charles W. Smith, **85**:17–18
Cox, C. C., Discussion on Brain culture, +**75**:36–37
Cox, Edwin B.—Report of Committee on Simplification of Spelling, **06**:31
Cox, E. S.—Study of English, **85**:181–90
Cox, H.C., Discussion on Number, **97**: 636
Cox, W. J. M., Discussion on College graduates as teachers, **02**:285
Coy, E. W.—High-school course, **89**:524–33; High schools and colleges, **87**:282–89 *In memoriam*, Emerson Eldridge White, **03**:369–73; Readjustment of the high-school curriculum, **03**:177–83; Report on Exhibit of work of defective classes, **87**:685; What is a secondary school? **96**: 613–18; Discussions on: Biology, **95** 613–18; Discussions on: Biology, **95**:622; College entrance, **99**:631; High-school assistants, **97**:660; Secondary schools, **94**:751; **99**:421; Seven-year course for ward schools, **03**:263; State or city supervision, **93**:190; Students fitted for college at sixteen, **97**:656; Translations, **96**: 573; Uniformity in college requirements, **91**:206, 318
Crabtree, J. W.—Should arithmetic, English grammar, geography, and the history of the United States be reviewed in the high school? **99**:611–15
Craftsmanship in education (L.W. Miller) **03**:627–33; Discussion: W. S. Greenough, L. H. Martin, 633–35
Craig, William Bayard.—Education in the appreciation of art, **02**:521–28
Crandall, C. J., Discussions on: The Indian employee, **01**:918; More day schools for the Indian, **05**:955
Crane, Julia E.—Training in sight-singing and song interpretation which normal students should receive, **03**:690–93; Discussions on: Grade teacher and music, **05**:654; Thinking sounds, **96**: 748–49
Crane, T. F., Letter on Greek for B.A. degree, **93**:127
Crane, W. A., Discussion on Why first-year pupils leave high school, **05**:445
Crane, William I.—Changing the viewpoint [an abridgement] **05**:190–94
Crawford, Caroline.—Physical training in colleges and universities, **05**:775–78
Crawford, R. D., Discussion on Progress of manual training, **89**:634
Crawford, T. O.—Educational power of manual training, **88**:570–82; Discussion on Industrial education, **88**:563
Creed, Our educational (Z. X. Snyder) **04**:105–13
Creery, W. R.—School statistics, **71**:225; Discussion on Uniform plan for publishing statistics, +**74**:17–19
Creery, W. R., *In memoriam*, **75**:91
Crime, Education and (A. W. Butler) **01**: 560–64; Education a safeguard against, **71**:37, 222; **75**:47; +**80**:21; (J. P. Wickersham) **81**:45–54; **90**:356; Education not a protection from, **71**:8; **75**: 117; **79**:28, 49; +**79**:44; **83**:27; **88**: 418; **96**:81; Excess of, from parochial education, **89**:178–79; Increase of **96**: 80; is disease (A. B. Linsley) **05**:914–20; Discussion on: E. G. Brown A. J. Winnie, 920–23; Relation and duties of education to (J. B. Bittenger) **75**:116–21
Criminal, The school and the (L. H. Jones) **92**:208–15; Discussion: H. G. Lorimer, A. P. Marble, 215–17
Criminal idleness, Prevention of (E. Marwedel) **93**:372–81
—— ranks, How recruited, **99**:599–600
—— tendencies and the juvenile court (C. W. Waddle) **04**:797–99
Criminals, Age of, **99**:598; Our brother in stripes in the schoolroom (Julia S. Tutwiler) **90**:601–8; Physical training of (H. D. Wey) **93**:646–57; Reform of, **75**:120

CRINGAN, A. T.—Methods in teaching music 91:820–24

CRISSY, I. O.—Business education in the state of New York, 98:882-85; The evolution of business education, 99:1018–25; President's address, Department of Business Education, 02:646–51; What constitutes a business education, 01:724–30; Discussions on: Commerical studies, 01: 581; History in commercial course, 03: 725

Critic teacher, 71:140

Criticism of practice-teaching, 91:199

Criticism, Scheme of, for model and normal schools (J. H. HOOSE) 71:139–40

—— Value of, in training teachers (T. J. GRAY) 90:750–52

—— what shall it be (J. E. RUSSELL) 02: 247–49

Criticisms, Popular, and their influence (M. E. GATES) 90:468–79; Discussion, 479–80

Crittenden, D. H., Discussions on: Teaching language, 71:94; Drawing, 98

CROCKETT, E. A.—Diseases of the nose and throat of interest to teachers, 03:1028–31

CROGMAN, W. H.—Negro education, 84 pt. II:106–16

Crombie, John S., *In memoriam*, 94:241–46

Crone, J. V., Discussion on Biology, 02: 468

Crooker, J. F., Address of welcome, 92: 45–48

CROPSEY, Miss N.—Higher use of nature-studies, 94:199–204; Kindergarten and the primary school, 91:538–45; Progress of the year, and curriculum of the elementary school, 05:374–80; What should the elementary school do for the child? 96:345–53; Discussions on: Educating girls for motherhood, 89:465–67; Teacher's work, 95:228

Crosby, W. E., Discussions on: Course of study for normal schools, 70:25; English grammar, 70:175; 72:139; First-year reading, 05:396; Geography in normal schools, 68:51; High school, 04:495; Object lessons, 70:80; School supervision, 68:44

Cross, Anson K., Discussion on Drawing, 93:504

CROUSE, C. W.—Opportunity and judicious direction for the Indian, 02:867

Crouse, Mrs. J. M., Discussion on Froebel and child's language, 02:423

CROUTER, A. L. E.—Changes of method in the Pennsylvania Institution for the Deaf and Dumb, 1900:663–67

CROWELL, J. F.—Future of the smaller college, 94:797–803

Cruelty to animals, 68:23

Crummell, A., Remarks of, on Negro education, 65:226

CRUNDEN, FREDERICK M.—The school and the library: The value of literature in early education, 01:108–18; Discussions on: Libraries and teachers, 97: 299, 301; Library in school-instruction, 04:931; Public libraries and schools, 01:841

Cullen, O. O., Remarks of welcome, 90:78

Cultural education, 03:313–16

Culture, 71:69; 86:410; 96:431

—— Decrease of, in the United States, 92: 788

—— Elements in modern methods of elementary (W. N. HAILMANN) 87:80–86; Discussion: W. T. Harris, 87–91; G. P. Brown, 91–95; J. H. Hoose, 95–99; A. E. Winship, 99–101; J. M. Greenwood, 101–6

—— General, as an element in professional training (R. G. BOONE) 1900:351–64

—— Means and ends to be provided (J. H. VINCENT) 87:179–85

—— most valuable for educating law-abiding and law respecting citizens (J. BALDWIN) 88:110–14; (G. H. ATKINSON) 114–122

—— Music as a factor in (C. E. LOCKE) 05:644–50

Culture-epoch theory in education, The (L. M. HANNUM) 99:576–82

Culture-value of higher mathematics (W. B. SMITH) 98:178–91

—— of history of education (B. A. HINSDALE) 89:210–18

Current criticism of the kindergarten (M. V. O'SHEA) 05:365–70

Current events, Teaching, in school (E. O. VAILE) 92:142–49; Discussion: O. F. Presbrey, R. H. Beggs, Miss Morris, 149–54

Curricula, Relation of undergraduate to postgraduate (W. PEPPER) 92:67–81

Curriculum for a secondary school of commerce (C. A. HERRICK) 1900:543–49

—— in public schools in France (B. BUISSON) 93:262–66

—— Is the, overcrowded? (J. H. VAN SICKLE) 01:95–100

—— List of articles on, 1876 to 1905, 06: 675–77

—— of the elementary school (Miss N. CROPSEY) 05:374–80

—— Place of physical education in the (E. W. LYTTLE) 03:823–29

—— Social science and the (G. E. VINCENT) 01:124–31

CURRY, J. L. M.—Citizenship and education, 84: pt. II:4–16; National aid to education +82:55–60

Curry, Jabez Lamar Monroe, *In memoriam* (E. A. ALDERMAN) **03**:365–68

Curry, Robert, *In memoriam*, **02**:895

Curtis, Chester B., Discussion on Scientific exhibits at the St. Louis Exposition, **04**:857–59

Curtis, E. E., Discussion on Union of oral and book teaching, **87**:373

CURTIS, GEORGE WILLIAM.—The public school and civil-service reform, **91**:481–93

CURTIS, NATALIE.—Indian music and Indian education, **04**:979–81; Music of the American Indian, **05**:933–34

CURTIS, VIRGIL G.—Relation of manual training to technical education, **01**:657–65; Woodwork in grammar grades, **94**:261–67

Curvature of the spine, *see* Spine

CUSHING, GRAFTON D.—School boards, number of members, terms of service, and mode of selection, **03**:905–10

Custodian of proceedings, Request for an appointment of a, **87**:32

Cutler, H. T., Discussion on Ancient classics, **02**:467

Cutler, Manasseh, Land grant commissioner, **76**:39

Cutler, R. E., Discussions on: State or city supervision, **93**:192; Language in secondary schools, 208

Cutter author tables, **06**:261–62; **Lib. Adm., 06**:52

CUTTER, EPHRAIM.—Pupils' defective hearing, **94**:947–52

D

DABNEY, CHARLES W.—Educational principles for the South, **04**:235–41

DAMROSCH, FRANK.—How good music makes good citizens, **96**:722–28; Music as part of life, **03**:713–18

DANA, JAMES DWIGHT.—Letter on Greek for B. A. degree, **93**:126–27; quoted, **72**:157

Dana, James Dwight, *In memoriam*, **95**:207–08

DANA, JOHN COTTON.—Art in magazines, **95**:814–21; The librarian's spirit and methods in working with the schools, **99**:515–25; Work in certain typical libraries, **99**:525–27

DANA, WILLIAM H.—Music in the public schools, **89**:680–83

Dancing in schools, **96**:348, 353

DANIELS, FRED H.—The supervisor of drawing in public schools, **98**:795–99; Discussion on Art instruction, **03**:641

DANN, HALLIS E.—An anomalous situation with suggestions for improvement, **02**:616–21; Discussion on Commercial student, **02**:660

Dartmouth College, Philological work at, **82**:117; Study of commerce in, **05**:692, 698

Darwin, C., +**88**:26; on University studies, **93**:137

DAVIDSON, J.—Bibliography of pedagogy, **71**:51–66

DAVIDSON, S. G.—The relation of language teaching to mental development [abstract] **98**:1043–45

Davidson, William M., Omaha method of appointing and advancing teachers, **05**:246

Davies, J. L., quoted, footnote, **73**:154

DAVIS, ALLAN.—The business-course problem, **99**:999–1002; Course of study for business high schools, **96**:804–8; The science work of a four-year commercial course, **05**:678–82; Discussion on Commercial studies, **01**:581

Davis, Buel T., Discussion on Physical training, **96**:918–19

Davis, Charles, Letter on Coins, weights, and measures, with resolutions, **70**:143

Davis, Charles M., *In memoriam*, **1900**:719

DAVIS, EMMA C.—Ideal primary-school curriculum, **94**:726–36

Davis, J. M., Discussion on Studies as constants, **98**:708

Davis, Jehiel Kitteridge, *In memoriam*, **02**:895

Davis, S. B., Discussion on Grade teacher and music, **05**:656

Davis, S. P., Discussion on Drawing, **03**:678

DAVIS, SEYMOUR.—Recent progress in school architecture, **05**:836–42

DAVIS, WEBSTER.—Address of welcome, **98**:51

Davy, V. L., Discussion on City superintendents, **05**:252

Dawson, G. E., Discussion on Psychic arrest, **03**:815

DAWSON, N. H. R.—Alaska, +**88**:119–34; Bureau of Education, +**87**:11–16; Response to address of welcome, **88**:53–56

Dawson, N. H. R., *In memoriam*, **95**:208

DAY, L. W.—Music in schools, **88**:658–61; Examination of teachers, +**89**:219–22; *In memoriam* Thomas W. Harvey, **92**:600–2

Day, Luther W., *In memoriam* (E. E. WHITE) **99**:237–38

Day school and reform school, Between (CARROLL G. PEARSE) **98**:270–72

Day school the gradual uplifter of the tribe (Sister MACARIA MURPHY) 01:913–14; Discussion: M. M. Murphy, R. Perry, 914

Day schools for Indian children, Value of (J. J. DUNCAN) 02:874

Deaf, The; All along the line (Mrs. K. T. BINGHAM) 99:1165–71

—— and their possibilities (E. M. GALLAUDET) 98:207–14

—— Changes of method in the Pennsylvania Institution for (A. L. E. CROUTER) 1900:663–67

—— Duty of the hour to young deaf children (M. S. GARRETT) 98:1033–34

—— Education of (ALEX. G. BELL) 97: 96–104

—— Growth and development of southern schools for (J. R. DOBYNS) 1900: 658–61

—— Importance of a right beginning for (H. TAYLOR) 99:1162–65

—— Language-teaching in mental development of (S. G. DAVIDSON) 98:1043–45

—— The law and the day school for the (S. WESSELIUS) 01:870–76

—— Lessons to be learned from teaching language to (F. W. BOOTH) 02:831–36

—— Public schooling of, as compared with hearing children (C. S. PERRY) 99: 1157–62

—— The relation of the deaf to the hearing world (I. GARDNER) 98:1039–40

—— State of the case (MARY S. GARRETT) 1900:661–63

—— Statistics of speech-teaching in schools for, in the U. S. (F. W. BOOTH) 1900: 668–70

—— Victorious America (G. FERRERI) 02:846–48

—— Wisconsin public day schools for (R. C. SPENCER) 98:1056

Deaf and blind, and their exhibits at St. Louis, 04:937

—— Necessary evils (J. J. DOW) 02:851–57

Deaf and dumb, Physical education of the 93:674–78

Deaf, Blind, and Feeble-minded, Petition for Department of, 97:36

Deaf, Blind, and Feeble-minded, Department for the Education of the, established, 97:36–37; Proceedings, 98:1029–59; 99: 1156–77; 1900:656–80; 01:868–89; Resolutions changing name of Department, 02:826; continued as Department of Special Education. *See* Special Education, Department of

Deaf child, What has been done with one in his own home (A. C. REINHARDT) 05:900–3

Deaf children, What is Minnesota doing for her (J. N. TATE) 02:836–40

Deaf-mutes, Instruction of (J. MOUNT) 68: 61–63

Deafness—Defective hearing (E. CUTTER) 94:947–52. *See also* Sound-blindness

Deane, C. W., Discussion on Efficient teachers, 99:307

Dearmont, W. S., Discussion on Normal-school scholarship, 03:592

Debating, 89:517. *See also* Public speaking

Debating societies, 94:778

Deceased Members, Report of Committee on, 77:68

Deceit, 99:594

Declamation, *see* Public speaking

Decoration, Sculpture and, at the Exposition (G. J. ZOLNAY) 04:163–65

Defective child, The, and the state (F. B. BRANDT) 01:876–80

Defective classes, Petition for establishment of Department for education of the 96: 38. *See* Deaf, Blind, and Feeble-minded, Department for the Education of the

Defective hearing of pupils (E. CUTTER) 94:947–52

Defective sight and hearing of public-school children, Statistics of, 03:1036; Report of the Committee on Statistics of, 04: 946–52

Defects in normal schools that are responsible for their opposition and criticism (H. H. SEERLEY) 02:539–44; Discussion: J. W. Cook, L. Seeley, H. H. Seerley

Deformity, Statistics of, 96:925–26

DEGARMO, CHARLES.—Concentration as a means of developing character, 96:309–15; Co-ordination of normal school and university, 92:411–14; Co-ordination of studies, 95:87–96; Economic basis of art: Cause and cure of art unresponsiveness in children, 01:549–55; Ethical training in elementary schools, 91:170–79; Moral training thru the common branches, 94:165–73; Normal schools in Germany, 87:484–92; Place and function of the model school, 83:47–54; Professional work in normal schools, 91: 719–24; Relation of university to teaching profession, 94:554–59; Scope of pedagogical work in universities, 92: 772–79; Value of literature in moral training, 94:388–97; The voluntary element in education, 03:311–16; Will-training, 90:118–25; Discussions on: Correlation of studies, 95:344–45; Curriculum in secondary schools, 94:512–13; Formal discipline, 94:636; High-school curriculum, 03:184; 05:553; The incidental method, 96:419; Manual training, 87:231; Normal-school scholar-

ship, 03:589; Report on higher education, 96:438; Teacher as an expert, 94:867

Degrees, Collegiate, (J. M. GREGORY) +77:180–82; Discussion, 182–83

Degrees, for teachers (J. C. GILCHRIST) 79: 114–19; Doctor of Pedagogy (J. ALLEN) 93:434–36; (E. R. SHAW) 436–38; (C. A. MCMURRY) 438–40; (S. G. WILLIAMS) 440–42; (E. D. SHEINER) 444–45; (E. BARNES) 446; Discussion: T. B. Stowell, 442–43

—— State supervision of institutions conferring (H. W. ROGERS) 97:701–8

Delano, Columbus, Remarks of welcome to Department of Superintendence, +75: 51; Remarks on National aid to education, +74:62

DELANO, E. C.—Grade meetings, 96:251–58; Discussion on Professional instruction of teachers, 70:33

Delsarte and his contribution to physical education (Mrs. A. P. TUCKER) 97:880–83

Delsarte system (M. T. BROWN) 82:55–62; (E. S. POULSON) 88:667–70

Delusions, Popular, 91:582; 96:138

Demand for trade schools: Educator's point of view (A. H. CHAMBERLAIN) 03:602–7

DEMENT, ISAAC S.—Shorthand, 97:801–3; Stenography and typewriting, 93:798–800

Democracy, 90:361; 96:75; Extremes in, 87:136

Democracy and education (NICHOLAS MURRAY BUTLER) 96:86–95; (E. P. SEAVER) 98:249–60

Democracy of learning, The (LYMAN ABBOTT) 97:190–94

DENFELD, ROBERT EDUARD.—Discipline in high school, 92:341–48; The superintendent as an organizer and executive, 1900:287–94; Discussion on Laboratory methods in schools, 94:198

Dennett, I. C., Remarks on Colorado, 86: 233

Denominational schools, Should Americans educate their children in (J. GIBBONS) 89:111–13; (J. J. KEANE) 114–23; (E. D. MEADE) 123–47; Response (Bp. J. J. KEANE) 147–52. *See also* Parochial schools

Dent, Josiah, Remarks on Education in the District of Columbia, +79:99

Denver method of appointing and advancing teachers (L. C. GREENLEE) 05:245

Department of Superintendence, Historical sketch of the (E. E. WHITE) 01:233–36

Departmental teaching in elementary schools, 05:293–94

Departments, Names of, and when organized, 06:576

Design, Form, color and (FANNIE S. COMINGS) 84:207–12

Designing, Instruction in, for women, 77: 47; 96:788–89

Detroit elementary schools, Manual training in the (J. H. TRYBOM) 01:250–57

Developing greater efficiency in the teaching force in small cities (Round-Table Conference of Superintendents of Small Cities) 01:276

Development of moral character (G. W. A. LUCKEY) 99:127–36

Development of rhythm (Miss S. L. BYINGTON) 97:774–77; Discussion: Mrs. Gaston Boyd, C. H. Congdon

Development of the will thru physical training (W. O. KROHN) 97:873–80

Developments and changes in primary teaching in France during the Third Republic (1870–1906) (P. E. LEVASSEUR, 06:408–17

Devotion to truth: The chief virtue of the teacher (Rt. Rev. J. IRELAND) 02:83–93

DEWBERRY, J. M.—Individuality in teachers, 98:493–96

Dewees, W. W., Discussion on Libraries and schools, 98:1015

DEWEY, JOHN.—The Aesthetic element in education, 97:329–30; Criticisms, wise and otherwise, on modern child-study, 97:867–68; The kindergarten and child-study, 97:585–86; Report of the Committee on a detailed plan for a report on elementary education, 98:335–43; The school as a social center, 02:373–83; The situation as regards the course of study, 01:332–48; Discussions on: Aesthetics in education, 97:346; Child-study, 02: 719

DEWEY, MELVIL.—Address of welcome, 92:48–50; American Library Association 06:479–90; Business schools in demand, 96:832; Library Department of N. E. A., 96:998–1003; The place of the library in education, 01:858–64; Discussions on: Liberal education in law, medicine, and theology, 93:117; Library instruction in normal schools, 03:982

DEWOLF, DANIEL F.—School systems, 81: 55–65; Remarks, 81:217

DEXTER, EDWIN GRANT.—Should entrance to college be thru the examination of the school or pupil? 02:494–500; Discussion on Waywardness in children, 04: 802

Dexterity before skill (G. T. FAIRCHILD) 82:166–72

Diagnosis of the capabilities of school children (D. P. MACMILLAN) 04:738–44

Dick, F., Discussion on School statistics, 90:385

Dickens, C., Educational ideas in novels of (F. L. Soldan) 90:724–39; 96:352, 912–13

Dickey, Miss, Discussion on Library privileges for villages, 05:857

Dickey, L. C., Remarks against Public instruction, 81:104

Dickinson, John W.—Application of mental science to teaching, 70:73–88; Defense of high schools, +79:160; Elementary and scientific knowledge, 73:172–79; High schools in Massachusetts, 79:18–27; Methods of teaching, 80:95–102; 84 pt. II:185–94; 87:70–73; National aid for public schools, +84:81–87; Objective element in teaching, 87:70–73; Province of the public schools in industrial education, +87:115–23; Prussian schools 70:152–59; Relation of kindergarten to the primary school, 85:360–68; Report of Committee on Oral Teaching, 84 pt. III:13–16; Discussion, 17–18; State teachers' institutes, +89:84–90; What Froebel's system of kindergarten is, 73:230–37; Discussions on: Adequacy of normal schools, +88:74–77; Examination of teachers, +89:223–25; General government and education, 90:489–91; Normal school teaching, 92:784; Reduction of teachers' salaries, 77:257; Supervision of country schools, 94:372–73

Dictionary, Use of the, 80:198

Didactics, Remarks on the study of, in colleges (T. Hill) 64:177–79

Differentiation of the secondary school (C. H. Keyes) 99:412–21; Discussion: Mr. Baker, Mr. Brown, E. W. Coy, A. Gove, J. M. Greenwood, W. T. Harris, C. H. Keyes, G. B. Morrison, J. H. Van Sickle, E. E. White

Differentiation of subjects in the elementary schools, Successive (Z. X. Snyder) 98:632–40; Discussion: T. A. Mott, 640–42

Dilthey, Wilhelm, Sketch of (H. Schwartz) 06:427

Dimmock, Mrs. E. F.—Drawing, 85:284–87; In primary and grammar schools, 87:558–60;

Dimscha, L.—Legal education in the United States, 93:48–52

Dinsmore, J. W.—Vices of childhood and youth, 99:594–600

Diplomas, in English, at University of Va., 74:172

—— for country schools, +87:151; 94:362

—— Reciprocal recognition of, by states (Z. X. Snyder) 98:451–54

Direct method of teaching a modern language (E. Wolf) 05:475–77

Directors by election, List of state, 06:547–57

Directors, Minutes of Board of, 58:15–6; 59:16; 60:16–18; 66:20–22; 71:231–32; 72:285–87; 73:271–72; 74:292–94; 75:90; 76:305; 77:282–83; 79:240–42; 80:252–53; 81:266–67; 82:xxvii–ix; 83:xxi–ii; 84:20–24; 86:19–23; 87:31–34; 88:28–35; 89:29–33; 90:30–34; 91:28–33; 92:30–36; 94:40–47; 95:38–52; 96:33–41; 97:32–38; 98:37–42; 99:34–45; 1900:35–39; 01:32–42; 02:30–34; 03:32–40; 04:32–41; 05:46–56

Disciplinary value of bookkeeping as a study (E. Spencer) 03:741–46; of stenography and typewriting as studies (W. H. Wagner) 03:746–50

Discipline as the result of self-government (A. V. Storm) 94:764–72

Discipline, Forms of, and discipline of forms (B. L. Wiggins) 90:96–107

—— in elementary schools (B. A. Dutton) 89:487–92

—— in high school (R. E. Denfield) 92:341–48

—— Problem of the grades (Miss G. Edmund) 1900:123–28

Discoveries, Physical (Howard Henderson) 76:98–111

Discurt, Mr., Discussion on High-school libraries, 05:864

Disease, All crime is (A. B. Linsley) 05:914–20

Diseases of the nose and throat of interest to teachers (E. A. Crockett) 03:1028–31

—— School, and medical inspection (Delos Fall) 98:534–39

Dissette, Mary, The future of the Pueblo Indian (discussion) 01:921

District of Columbia, Report of Commission on School Buildings in (J. S. Billings) +82:106–12

—— Resolutions of thanks from Department of Superintendence to, +74:72

—— Resolutions on National aid to education in, +74:71

—— Resolutions on public lands for, +77:166

District-school libraries, Duty of normal school to (J. N. Wilkinson) 04:919–23

District schools, *see* Schools, Country

District system, The independent (J. MacDonald) 91:211–29

Diven, George M., Address of welcome, 73:6

Do, Learning to, by doing, (N. C. Schaeffer) 87:374–80

DOBBS, ELLA V.—Report on work in manual training shown by exhibits from Pacific coast, **04**:607–10

DOBYNS, J. R.—Address on deaf-mute education, +**85**:110–12; Growth and development of southern schools for the deaf, **1900**:658–61

DOCKERY, A. M.—Address of welcome, Department of Indian Education, **04**:964–66

Doctor of Pedagogy, Requirements for the degree of (J. ALLEN) **93**:434–36 ; (E. R. SHAW) 436–38; (C. A. MCMURRY) 438–40; (S. G. WILLIAMS) 440–42; (E. D. SHIMER) 444–45; (E. BARNES) 446; Discussion: T. B. Stowell, 442–43

DOGGETT, WILLIAM E.—The commercial high-school course, **1900**:555–62; Length and content of commercial courses, **02**:661–64; President's address, Business Department, **01**:722–24

Dohrmann, Mrs. C. W., Discussion on Kindergartens, **88**:354–57

DOLBEAR, KATHERINE E.—Nature-study for the graded schools, **1900**:600–8

Domestic Economy, Dunn County School of Agriculture and, **Com. Indust.**, **05**: 64–73

—— Secondary schools of agriculture and, in rural communities, **Com. Indust.**, **05**: 52–54

Domestic science, **98**:652. *See also* Cooking.

—— as a synthetic study for girls (Mrs. E. H. RICHARDS) **98**:766–73; Discussion: Perla G. Bowman, **98**:773–76

—— in the public schools of Chicago (H. S. TIBBITS) **01**:257–61

Domestic Science Conference, **01**:586–88

DONNAN, LAURA.—High school and the citizen, **89**:512–19

D'Ooge, M. L., Letter on Greek for B.A. degree, **93**:128

DOPP, KATHERINE E.—Forms and limitations of handwork for girls in the high school, **05**:580–86; The natural activities of children as determining the industries in early training, **04**:437–43

DOREN, ELECTRA COLLINS.—Public library work for public schools, **03**:943–48

DORNA, G. VIDELIA.—Education in Argentine, **76**:73–75

Doty, Duane, Address of welcome, **74**:5

Douai, Adolph, On teaching two languages at once in the kindergarten, **72**:147

DOUGHERTY, NEWTON C.—Address, accepting presidency, **95**:36–37; **96**:22–23; retiring, 30–31; response to welcome, 47–48; Compulsory education in Illinois and Wisconsin, **91**:393–40; Do public schools meet reasonable expectations? **96**:75–86; The influence of Henry Barnard on schools in the West, **01**:395–400; Language-study, +**86**:146–52; President's address, Department of Superintendence, **88**:517–19; Response to address of welcome, **95**:968–69; **99**:56; Rural-school supervision [abtsract] **98**: 576; Study of history in our public schools, **97**:58–67; Discussions on: Literature, **87**:535–36; Promotion in city schools, **92**:802–3; Secondary schools, **90**:533–35; Taxation and salaries, **02**:330

Douglass, W. A., Discussion on Teaching patriotism, **91**:116–17

DOW, JAMES J.—Necessary evils, **02**:851–57; Discussion on Ancient classics, **02**: 467

DOWD, JOHN W.—Education of sensibilities, **81**:231–37

Downer, J. M., Discussion on Fraternities, **04**:491

DOWNING, AUGUSTUS S.—Address before Department of Indian Education, **02**:881; Leader of Round-Table, **01**:268; Discussions on: College graduates as teachers, **02**:284; Report of Committee on Industrial Education for Rural Communities, **Com. Indust.**, **05**:97; Training of teachers, **01**:645

Downs, Edgar F., Remarks on Study room, **96**:601–2

DOYLE, JOHN T.—Efficiency in the Indian service, **04**:977–79; Response to address of welcome, Department of Indian Education, **04**:974; Tenure in the civil service, **03**:1057–63

DRAPER, ANDREW S.—Address of welcome, **92**:39–41; American universities and the national life, **98**:103–22; General government and popular education, **96**:201–8; Legal status of public schools, **89**:180–88; The nation's educational purpose, **05**:89–102; Qualification of teachers, +**88**:58–66; Report on city school systems, **95**:375–88; Discussion, 397; School organization in cities, **94**: 298–310; State and kindergarten, **92**: 174–86; Discussions on: City normal schools, **91**:332–35; City-school systems, **90**:466–67; Preparation of teachers, **91**:524–25; Qualification and supply of teachers, **91**:442–43; Report of Committee on Salaries, Tenure, and Pensions, **Com. Sal.**, **05**:466; Rural schools, maintenance, **98**:575; Standard course of study, **01**:318; Teacher's institutes, +**88**:47

Drawbacks to civilization and citizenship (of Indians) (H. G. WILSON) **02**:862–63

Drawing, Aesthetic aim of (L. W. MILLER) **93**:462–66;

—— Aims of: Primary grades (E. M. CHURCH) **05**:603–5; Grammar grades

(J. HALL) 05:605–10; High school (F. H. COLLINS) 05:610–11; Discussion: H. T. Bailey, 611–12
—— and constructive work, as shown by exhibits at the St. Louis Exposition (R. A. KISSACK) 05:612–15
—— and making used in connection with school studies, 86:462–65; Replies to circular on, 472–76
—— and story-telling, 89:464
—— Children's expression thru (M. V. O'SHEA) 94:1015–23
—— Educational value of (F. L. SOLDAN) 05:592–97
—— Elementary preparation in, for secondary schools (C. V. KIRBY) 02:589–94
—— Evolution of systems of (L. S. THOMPSON) 89:641–46
—— exhibitions at N. E. A. meetings, 88:699–703; 90:62–66; 91:262–73
—— Expression of lines (D. R. AUGSBURG) 97:764–67
—— from the flat (H. T. BAILEY) 93:458–61; (H. BONDY) 93:505–6
—— Highest office of (F. ABORN) 91:470–80*
—— in common schools (W. SMITH) 72:85–105; 79:191–202; 76:291; (L. S. THOMPSON) 77:40–52; (E. F. DIMMOCK) 85:284–87; 87:558–60; (Miss W. SEEGMILLER) 95:822–30
—— in connection with other studies, Report on (M. D. HICKS) 87:597–604
—— in grammar schools (W. S. PERRY) 83:56–68
—— in high schools (W. S. PERRY) 87:573–77; 85:288–94 (R. E. SELLECK) 90:790–95
—— in normal schools (K. E. SHATTUCK) 85:295–301; (M. LOUISE FIELD) 87:578–83; (H. C. MAGEE) 87:584–90; Problems solved and unsolved (H. C. MAGEE) 97:758–63; Report of Committee on (J. C. LOCKE) 87:591–96
—— in practical study, 80:115
—— in primary and grammar schools (Mrs. E. F. DIMMOCK) 87:558–60
—— in public schools, The supervison of (F. H. DANIELS) 98:795–99; Discussion: Mrs. G. E. W. Fuller, 98:799–802
—— —— What do the people want in (L. M. GODDEN) 97:767–71
—— in the early years (H. T. LUKENS) 99:946–53
—— in ungraded country schools (W. S. GOODNOUGH) 87:561–69; (E. A. HILLS) 87:570–72
Drawing, Industrial (C. B. STETSON) 76:273–81; (S. E. WARREN) 76:282–90; (C. M. CARTER) 85:302–6; (W. S. GOODNOUGH) 86:428–32; 86:443–51; 90:780; (J. C. MILLER) 94:872–76
—— ——Evening schools for (O. FUCHS) 85:307–10; (G. H. BARTLETT) 88:607–14
—— —— Manual training and, +89:141, 159; 90:839, 855
—— —— Report of Committee on Course of Study in, 84:345–61
—— —— Technical education and (W. SMITH) +79:70–91
Drawing, making and color in connection with other studies, Report of Committee (MARY D. HICKS) 87:597–604
Drawing, Nature-study and, in the public schools (J. M. STONE) 1900:524–30
—— New method (F. ABORN) 90:858–65
—— Normal-school work in (Mrs. H. J. CARTER) 90:802–7
—— Practical study of, in public schools (B. E. SNOW) 03:670–76; Discussion: C. M. Carter, W. A. Mason, 676–81
—— Problems in artistic rendering (K. M. BALL) 99:940–44; Discussion: W. A. Tenney, 944–46
—— Relation of, to first-year reading (A. G. GIBSON) 05:397
—— Relative value of brush and pencil (B. SNOW) 1900:516–23
—— Report on exhibit of, at St. Paul (A. C. FRUCHTE) 90:62–66
—— —— at San Francisco, 88:699–703
—— Report on Relation of, to other studies, 86:433–42; (MARY D. HICKS) 87:597–604
—— self-correcting (A. R. O. MOORE) 93:500–4
—— Some educational principles for the teaching of (M. V. O'SHEA) 98:802–10; Discussion: E. L. Major, L. S. Thompson, 811–12
—— Special study of children's, 95:897
—— Study of, as common-school work (A. GOVE) 92:495–98
—— Teaching (H. C. HARDEN) 71:95–97; (J. C. LOCKE), 93:491–95; (Mrs. H. C. CARTER) 93:495–97; (Mrs. M. E. RILEY) 95:859–61
—— Use of, in natural history, 86:476–77
Dreaming and poetic invention (JAMES SULLY) 93:730–37
DREHER, JULIUS D.—Colleges north and colleges south, 86:367–85; Remarks, 86:241
Dress and education (R. A. MORRIS) 94:880–86
Dress-making in schools, 96:775
Drill, Military (E. ORTON) +79:185–89; 95:584; in colleges (SCHENCK) 75:124–

33; Should we have military training in the schools? (D. A. SARGENT) **96**:920–26; Discussion: Mrs. F. W. Leiter, J. N. Wilkinson, 926–29

DUGARD, MARIE.—Secondary education of girls in France, **93**:211–16

Dühring, Eugen, Sketch of (H. SCHWARTZ) **06**:429–30

Duluth public schools, Eye and ear examinations in, **04**:949

Dumb, Changes of method in the Pennsylvania Institution for the (A. L. E. CROUTER) **1900**:663–67

DUNCAN, J. J.—Necessity for more and better equipped Indian day schools, **05**: 954; Value of day schools for Indian children, **02**:874

Dunn, Professor, Discussion on European history, **02**:482

Dunn County School of Agriculture and Domestic Economy, **Com. Indust., 05**: 64–73

DUNNING, SARA L.—What the average teacher can do in musical instruction, **86**:574–79; Discussion on Music makes good citizens, **96**:728–29

DUNTON, LARKIN.—Work of normal schools, **74**:234–44; Oral teaching, **82**: 63–76; Discussions on: City normal schools, **91**:330–32, 334–35; City school systems, **96**:470; The incidental method, **96**:421; Moral virtues, **92**:764; Will and the intellect, **96**:448

Dunton, Larkin, *In memoriam*, **1900**:720

Duration of schools, +**80**:105–6

Duties and privileges of the supervisor (SARAH LOUISE ARNOLD) **98**:228–36

Duties and qualifications of the congressional reporter (D. W. BROWN) **98**:885–92

Duties on books, Resolution on, **90**:39

DUTTON, BETTIE A.—Discipline in elementary schools, **89**:487–92; Economy in elementary education, **95**:447–53; *In memoriam* Mrs. Rebecca D. Rickoff, **98**: 286–88; Discussions on: Normal school, **99**:406; Reading, **98**:554; Settlement work, **99**:395

Dutton, C. F., Discussion on Physics for college admission, **97**:944

DUTTON, SAMUEL T.—The correlation of educational forces in the community, **97**:238–47; Expediency of importing teachers of approved merit from without a town or city, **04**:322–26; Opening remarks, **96**:517–19; Discussions on: Correlation of studies, **95**:349; Kindergarten and public schools, **94**:492–93; Physics for college admission, **97**:943; Qualification and supply of teachers, **91**:438–39; Temperance instruction, **1900**:250

Duty of the N. E. A. in shaping educational opinion (J. M. GREEN) **01**:61–66

Duty of the normal school to district-school libraries (J. N. WILKINSON) **04**:919–23

Duty of the state in education (E. E. WHITE) **98**:204–7

Dwight, W. B., Discussion on English grammar, **72**:140

DYE, CHARITY.—A proposed four-years' course in English for secondary schools, **98**:678–81

Dyer, F. B., Discussion on Social basis of conscience, **98**:203

DYKE, CHARLES BARTLETT.—The training of teachers for Indian schools, **1900**: 696–98

E

Earnest, W. W., Discussion on English, **04**:509

Earnings in teaching and in other occupations, **Com. Sal., 05**:146–48

EASTMAN, W. R.—By-laws for library trustees, **99**:510; Hints for cataloging small libraries, **99**:511; How to make sure of good books in our libraries, **97**: 1032–38; The public library a distinct organization, **06**:223; **Lib. Adm., 06**:13; Discussion on Teachers and libraries, **97**:1014

EASTON, WARREN.—Address of welcome, **85**:9–10; Report on Educational exhibit of the colored people at New Orleans, **85**:531–33; Supervision, +**87**: 156–60; Discussion: W. H. Anderson, J. L. Buchanan, R. Edwards, J. W. Holcombe, S. Palmer, 160–73

Eaton, Daniel C., *In memoriam*, **95**:208

Eaton, Fred., Address of welcome, **99**:53

EATON, JOHN.—Address of welcome, **84** pt. II:30; American Educational Exhibit at Columbian Exposition, **90**:391–94; **94**:515–26; Closing remarks, **70**:212–13; Department of Education at the Centennial, **75**:93; Education and building of the state, **81**:29–43; Education and gold in Alaska, **98**:214–23; Educational lessons of statistics, **72**:41–53; Elementary education, **93**:247–51; Estimate of the N. E. A., **74**:100; *In memoriam* Israel Ward Andrews, **88**: 266–67; Museums illustrative of education, +**81**:56–66; National aid to education, **70**:111–30; in the South, **71**: 145–48; +**77**:113–48; **83**:106–25; Plans for educational exhibit at Centennial Exposition, +**74**:11, 48, 52; Points in statistics of education, **87**:314–16; Remarks, **84** pt. II:180; on death of Milton B. Hopkins, +**75**:106; on Instruction for special conditions of the child, **93**:301–2; Resolutions offered by, on Bureau of Education, **95**:22; Resolu-

tions on retirement of General Eaton, +86:168; Response to welcome, 84 pt. II:30; Superior instruction as related to universal education, 71:169–80; Wants of the Bureau of Education, +79: 60–64; Discussions on: Brain culture, +75:37–40; Centennial Exposition, 69; School statistics, 77:254; 91:372; The state and higher education, +89:278; Uniform plan for publishing statistics, +74:24–26

Eaton, John, *In memoriam* (SHELDON JACKSON) 06:283–93

Eaton, Seymour, Discussion on A business education, 96:809–11

EBERHARDT, JOHN C.—Examination of eyes of school children, 06:173–77

Economic importance of trade schools (F. A. VANDERLIP) 05:141–45

Economic interpretation of history (E. A. BRYAN) 99:186–96

Economics, Ideals and methods of teaching (F. W. SPIERS) 01:137–43

Economics in the public schools (G. GUNTON) 01:131–37

EDDY, H. T.—Applied mathematics and engineering, 93:583–86; Discussion on Technological schools, 93:550

EDMUND, GERTRUDE.—Address of welcome, Indian Department [an abstract] 03:1042; Child-study in normal and training schools, 99:1032–38; Lowell method of appointing and advancing teachers, 05:248; Problem of the grades, Discipline, 1900:123–28

EDMUNDS, EMILY A.—Report on Primary, grammar, and high-school work in art, 88:713–14

EDSON, ANDREW W.—Some city exhibits: Their purpose and plan, city of New York, 04:185–87; Discussion on Powers of superintendents, 95:358

EDSON, H. K.—Classical study in West, 71:160–64

Educated labor and the manufacturing classes (W. C. RUSSELL)76:257–65

Education, Adult (H. M. LEIPZIGER) 04: 284–94

—— Agricultural, *see* Agricultural education

—— Altruism as a law of (A. TOMPKINS) 02:256–59

—— An American, for the American people (J. P. WICKERSHAM) 66:23–43

—— American public, List of articles on, 1859 to 1906, 06:661–63

—— and citizenship (B. P. RAYMOND) 92: 394–98

—— and crime (J. P. WICKERSHAM) 81: 45–54; (A. W. BUTLER) 01:560–64

—— and gold in Alaska (JOHN EATON) 98:214–23

—— and the building of the state (JOHN EATON) 81:29–43

—— and the republic (A. G. COLYAR) 89: 311–28

—— and the state (E. E. WHITE) 68:44–46

—— and training of commercial teachers (W. A. SCOTT) 01:734–37

—— Art, *see* Art education

—— Art and science of (W. T. HARRIS) 84 pt. II: 190–94

—— as an element in reconstruction (J. P. WICKERSHAM) 65:283–97

—— at home and abroad (J. P. WICKERSHAM) 79:71–74

—— at the Paris Exposition (H. J. ROGERS) 01:201–9

—— at the Universal Exposition, 1904: I, From the view-point of the chief of the Department (H. J. ROGERS); II, Exhibit of the United States Bureau of Education (W. T. HARRIS); III, Some city exhibits: Their purpose and plan, (*a*) St. Louis (F. L. SOLDAN); (*b*) City of New York (A. W. EDSON) 04:179–87

—— Building, Louisiana Purchase Exposition, 04:836

Education, Bureau of (S. H. WHITE) 64: 180–84; (A. J. RICKOFF) 65:299–310; (W. F. PHELPS) 66:18–19; (J. A. GARFIELD) Suppl. 66:1–16; 79:71–72; 83: 121; 84 pt. II:40–41

—— —— Committee on, 65:227; 76:20, 58, 70; 77:18, 67; +77:112–13

—— —— Difficulties of the, 70:118

—— —— Need of a (Z. RICHARDS) 58: 43

—— —— Report of Committee on, 75:91–92; on Resolutions, 77:53–55; +77:165; on Wants of, +79:100; on Salary of commissioner and value of Department, 89: 39–40

—— —— Resolutions on Establishment of, 64:143; 68:37; 69:29; 70:199; 79:56, 99; on Increase of clerical force and salaries, +82:96–97; on Erection of a building for, 88:515; on Needs of, 95:22

—— —— Speech in favor of (E. E. WHITE) 75:191–93

—— —— Wants of the (JOHN EATON) +79:60–64

—— —— without power, but influential, 96:205

—— —— Work of the (N. H. R. DAWSON) +87:11–16

Education, Classical, *see* Classical education

Education, Commercial, *see* Commercial education

Education, Compulsory, *see* Compulsory education
—— Culture-epoch theory in (L. M. Hannum) **99**:576–82
Education days at the New Orleans Exposition, +**85**:93–146
Education defined, **88**:570
—— Democracy and (E. P. Seaver) **98**:249–60
—— Duty of the state in (E. E. White) **98**:204–7
—— Economy in elementary (B. A. Dutton) **95**:447–53
—— Elementary, *see* Elementary education
—— English ideal of, and its debt to America (M. E. Sadler) **02**:75–83
—— Fifty years of American (E. E. Brown) **06**:327–41
—— for artistic handicraft in Sweden (Carl Lidman) **04**:667–70
—— for efficiency (W. H. Maxwell) **05**:59–67
—— for social control (W. E. Chancellor) **01**:619–26
—— for the trades: From the standpoint of the manufacturer (M. P. Higgins) **03**:597–602
—— free, Resolution on, **69**:30
—— from the genetic point of view (W. R. Burnham) **05**:727–32; Discussion: A. C. Ellis, 732–34
—— from the publisher's standpoint (G. H. Tucker) **97**:83–96
—— Function of knowledge in (C. B. Gilbert) **02**:331–40
—— Harmonious development in; Report of Committee on Hygiene (W. N. Hailmann) **89**:404–16
Education, Higher (H. Stebbins) **88**:451–55
—— —— Colleges and universities, List of articles on, 1864 to 1905, **06**:687–89
—— —— Duties of state to (W. F. Phelps) **66**:83–94
—— —— Future organization of (R. T. Ely) **95**:645–53; Discussion: W. H. Black, D. R. Boyd, H. H. Freer, B. A. Hinsdale, W. O. Thompson, and R. T. Ely, 653–56
—— —— Individualism in (W. R. Harper) **95**:990–93
—— —— Influence of, on elementary schools (W. T. Harris) **94**:128–34
—— —— in western universities (W. G. Eliot) **73**:254–61
—— —— Provisions for, in state constitutions, **76**:170
—— —— Relation of, to universal education (J. Eaton) **71**:169–80
—— —— Support of, **74**:70; **76**:261; (F. M. Campbell) +**89**:254–61; (H. B. Adams) +**89**:262–77
—— —— Taxation for, opposed, **73**:44, 51
Education, Higher, *see also* Colleges, High Schools, Military academy, Professional, Technical
Education, Historical sketch of common school (W. H. Bartholomew) **86**:512–19
Education, History of, as formulated in different countries (W. H. Bartholomew) **86**:512–19
—— —— as a study in normal schools, **74**:237
—— —— Culture-value of (B. A. Hinsdale) **89**:210–18
—— —— List of articles on, 1858 to 1905, **06**:690–92
—— —— Our professional ancestry (R. Edwards) **60**:28–45
—— —— Twenty years' progress in (W. T. Harris) **92**:56–61
—— —— Value of, in legislation and administration (W. H. Payne) **89**:218–31
—— —— Value of, to teachers (S. G. Williams) **89**:223–31
Education in Brazil, Organization of (H. M. Lane) **02**:506–11
—— in Porto Rico (S. McCune Lindsay) **04**:127–28
—— —— Progress in (M. G. Brumbaugh) **02**:253–56
—— in the American navy (C. F. Goodrich) **04**:120–27
—— in the appreciation of art (W. B. Craig) **02**:521–28
—— in the colonies (A. Gove) **1900**:305–10; Discussion: J. M. Green, W. T. Harris, B. A. Hinsdale, N. C. Schaeffer, E. E. White, 310–12
—— in the Philippines (J. G. Schurman) **02**:110–18; (E. B. Bryan) **04**:100–4
—— in the South (J. C. Gibbs) **73**:80–89; (W. R. Garrett) +**89**:280–95; **05**:296–97
—— —— Resolutions on, **69**:14–15
Education, Indian, *see* Indian education
Education, Industrial, *see* Industrial education
Education, Liberal (S. P. Bates) **64**:155–76; (W. P. Atkinson) **66**:59–70; **73**:141–63; **96**:367–69
—— —— Essentials of a, **83**:87
—— —— Evolution of (A. F. West) **93**:150–54; Discussion, 154–56
—— —— in law, medicine, and theology (W. Wilson) **93**:112–17
—— Limits of (W. R. Garrett) **77**:33–39

Education, Literature of, *see* Pedagogy
—— The moral factor in (W. H. P. FAUNCE) **01**:627–34
—— Museums illustrative of (J. EATON) +**81**:56–66
—— Music as a factor in (MARGARET MORRIS) **90**:815–18
—Nature and art in (W. H. PAYNE) **80**: 42–49
—— Necessary external conditions of (VINA WARR) **86**:520–25
—— Needs in American (EVA D. KELLOGG) **84**:131–43
—— Non-sectarian, **80**:17; **82**:42–45
—— Obstacles to progress in, **96**:59
—— of a stenographer, The (Mrs. M. L. VEENFLIET) **02**:696–701
—— of defectives and delinquents (other than blind), List of articles on, 1879 to 1906, **06**:677–78
—— of the amanuensis, The (S. A. MORAN **02**:691–96
—— of the American farmer (JAMES WILSON) **02**:93–100
—— of the blind, *see* Blind, Education of the
—— of the deaf (ALEX. G. BELL) **97**:96–104; *see also* Deaf, Blind, and Feeble-minded, Department for Education of
—— of the heart (H. H. FICK) **83**:25–35
—— of the southern negro (B. T. WASHINGTON) **04**:128–34
—— Outlook in (N. M. BUTLER) **99**:170
—— Philosophy of (F. L. SOLDAN) **87**: 74–79
—— Physical, *see* Physical education
—— Physiology of childhood as applied to (R. O. BEARD) **02**:720–27
—— Popular, in England (A. PERCY) **04**: 83–89
—— Practical (C. K. ADAMS) **94**:134–36
—— Present situation of, in France (J. J. G. COMPAYRÉ) **93**:53–54
—— Present status of, in U. S. (W. T. HARRIS) **91**:136–43
—— Pride and prejudice in (A. E. WINSHIP) **95**:999–1003
—— Progress in public (F. L. SOLDAN) **99**:176–82; (Rev. J. L. SPALDING) **01**: 66–85
—— Psychological view of, **73**:145
—— Psychology and, List of Articles on, 1874 to 1904, **06**:713–14
—— Purpose in (W. N. HAILMANN) **99**: 583–94
—— Real nature of (H. POESCHE) **93**: 369–72
—— Realizing our final aim in (S. F. SCOVEL) **98**:462–88
—— Religious and moral, List of articles on, 1859 to 1906, **06**:715–16
—— The school director as a factor in (S. HAMILTON) **99**:336–44
—— Secondary, *see* Secondary education
—— Secularization in, **95**:443–45
—— Self activity in (A. TOMPKINS) **99**: 320–25
—— Silent forces in (J. F. BLACKINTON) **77**:19–21
—— The state and, List of articles on, 1859 to 1901, **06**:722–23
—— Status of, at the close of the century (N. M. BUTLER) **1900**:188–96; Discussion: C. W. Eliot, W. T. Harris, 196–203
—— Study of, in the university (E. E. BROWN) **99**:828–34
—— Technical, *see* Technical education, Industrial education
—— Technical terms used in, Definitions and foreign equivalents, **92**:736–43
—— Theory, philosophy, nature, and meaning, List of articles on, 1873 to 1905, **06**: 679–80
—— The three elements in the cost of (C. D. McIVER) **02**:461
—— The three H's in (W. M. BEARDSHEAR) **02**:55–65
—— Twenty years' progress in (W. T. HARRIS) **92**:56–61
—— Utilitarianism in, **93**:533–34
—— The voluntary element in (C. DE GARMO) **03**:311–16
—— What France owes to America in the matter of (J. J. G. COMPAYRÉ) **06**:417–20
—— What kind of, is best suited for girls? (Miss ANNA J. HAMILTON) **06**:65–71; Discussion: F. L. Soldan, C. D. Lowry, 71–72
—— —— is best suited to boys? (R. P. HALLECK) **06**:58–65; Discussion: F. L. Soldan, C. D. Lowry, 71–72
Educational appliances, *see* Museum
—— associations, **06**:453–506; Proposed history of (H. BARNARD) **65**:311–20
—— awakening in England (M. E. SADLER) **06**:361–66
—— conditions and progress in China (C. M. L. SITES) **02**:144–50
Educational congresses: Atlanta, **95**:961–1030; Brussels, **81**:165–74; Chicago, (W. T. HARRIS) **92**:591–96; Report on, **92**:117–20; (C. C. BONNEY) 166–74; Proceedings, **93**:5–914
Educational creed, Our (Z. X. SNYDER) **04**: 105–13
—— crises in England (C. S. H. BRERETON) **01**:151–65

—— duties of the hour (S. S. GREENE) **65**: 229–43
—— Exhibit, Our, at the International Exposition in Paris in 1900 (W. T. HARRIS) **98**:122–31; (H. J. ROGERS) **99**:106–11
—— —— Lessons of the (H. J. ROGERS) **01**:447–54; Discussion: C. S. H. Brereton, 454–56
—— exhibit at the Columbian Exposition (S. H. PEABODY) **94**:60–66
—— exhibits, Report of Committee on, for the Columbian Exposition of 1892, **90**:372
Educational exhibitions at N. E. A. meetings: Madison, Wis., **84**:80–101; Chicago, Ill., **87**:673–718; San Francisco, Cal., **88**:685–722; Nashville, Tenn., **89**:52–54; St. Paul, Minn., **90**:52–71; Toronto, Can., **91**:255–73
Educational Exposition at Chicago, Reports on Exhibits at, **87**:673–718; General report (G. P. BROWN) 673–77; from Graded schools (H. SABIN) 692–94; from Manual schools and schools for defectives (W. A. MOWRY) 678–92; from Normal schools (H. S. JONES) 695; from Rural schools (A. SALISBURY) 695–98; of Art Department (JOSEPHINE C. LOCKE) 699–711; on Kindergarten exhibits (W. N. HAILMANN) 711–12; on School appliances, literature, etc. (J. ALLEN) 713–18
Educational extremes (O. T. CORSON) **97**:147–51
—— influence of public outdoor art (G. E. GAY) **04**:665–67
Educational journalism (C. W. BARDEEN) **06**:506–14
—— Journalism, Department of, **93**:809–51
—— —— Congress of, 1893, Papers read at, **06**:656
—— —— Ideal and practical relations in (O. H. LANG) **99**:210–12
—— —— in France (G. COMPAYRÉ) **93**: 845–51
—— —— in New England (W. A. MOWRY) **93**:811–21
—— —— in Utah, Colorado, and Kansas (J. MACDONALD) **93**:843–45
—— —— Present ideals in [abstract] (C. C. ROUNDS) **93**:810–11
—— —— Purpose and reward of, **93**:825–26; in Illinois, **93**:833–39; in Indiana, **93**:829–31; in Iowa, **93**:840–41; in Michigan, **93**:831–33; in Missouri, **93**: 842–43; in New York, **93**:826–27; in Ohio, **93**:828–29; in Utah, Colorado, and Kansas, **93**:843–45
—— —— The teachers' reading circle in education (Mrs. D. L. WILLIAMS) **90**: 325–27
—— —— Value of, to the student and the teacher (W. E. SHELDON) **90**:321–23; (F. L. SOLDAN) 328–31
—— —— *See also* Pedagogy
—— —— its tribulations and triumphs (JOHN MACDONALD) **99**:196–202
—— journals, Are [they] educational? (W. G. BRUCE) **99**:208–10
—— lessons of the Paris Exposition in 1900 (A. T. SMITH) **01**:439–46
Educational literature, Definition of (W. H. PAYNE) **90**:327–28
—— —— Its direct and indirect influence upon American systems of education (W. R. GARRETT) **90**:323–25
—— —— List of articles on, 1871 to 1899, **06**:678
—— —— Report of Committee on, **90**: 321–31; Discussion, 331–32
—— —— Report on: School reports (J. D. PHILBRICK) **85**:459–78; Discussion, 478–81
—— methods, and ends (J. J. KEANE) **93**:43–48
—— —— Comparison of modern business methods with (G. H. MARTIN) **05**: 320–25
—— Museum, Committee on Organization of an, **77**:253; Report and resolution, 259
—— museums, The uses of (F. J. V. SKIFF) **05**:80–85
—— needs for the future (N. A. CALKINS) **86**:69–76
—— —— of the border states (W. R. WHITE) **66**:44–49
—— —— of the South (J. H. PHILLIPS) **04**:94–100
—— —— of the southern negro, The (Rev. C. T. WALKER) **03**:123–29
—— outlook, The (W. B. POWELL) **97**: 154–57; (W. W. STETSON) **98**:131–39
—— pioneering in the southern mountains (W. G. FROST) **01**:555–60
—— policy for our new possessions (W. T. HARRIS) **99**:69–79
—— possibilities for the country child in the United States (O. J. KERN) **04**: 89–94
—— press, Function of the (G. P. BROWN) **99**:202
Educational Press Association organized, **95**:1031
Educational pride and prejudice (A. E. WINSHIP) **95**:999–1003
Educational principles applied to the study of literature (M. G. BRUMBAUGH) **1900**: 169–74

Educational principles for the South (C. W. DABNEY) 04:235–41; (C. D. MCIVER) 04:241–44
—— problem in Hawaii (H. S. TOWNSEND) 99:79–85
—— progress for the year (N. M. BUTLER) 99:439–51
—— —— Obstacles to (P. H. HANUS) 02:157–71; Discussion: W. K. Fowler, 171–74
—— —— of the year 1899–1900 (B. A. HINSDALE) 1900:312–32
—— —— of the year 1900 (E. E. BROWN) 01:366–85
—— —— of the year 1901–2 (W. R. HARPER) 02:349–73
—— —— of the year 1902–1903 (W. DEW. HYDE) 03:330–39; Discussion: J. W. Carr, J. W. Cook, J. Swain, C. M. Woodward, 339–41
—— —— of the year 1904–5 (H. J. ROGERS) 05:286–320
—— publications, Professional training of teachers by (J. A. MACDONALD) 94:106–14; Discussion: R. G. Boone, 114–15
—— purpose, The nation's (A. S. DRAPER) 05:89–102
—— Reports, Committee on Plan for Publication of, 77:253
—— Statistics, Report of Committee on: Some reforms needed (T. W. BICKNELL) 85:482–89; Discussion, 489–91; (J. EATON) 87:314–16; Discussion, 316–17
—— subjects, Biological analogies in reasoning on (W. T. HARRIS) 02:215–21
—— system of Ontario (G. M. ROSS) 91:143–48
—— systems, Leading characteristics of American (J. P. WICKERSHAM) 81:94–104
—— theory, Recent (F. M. MCMURRY) 94:843–50
—— union, Prospects for a federal (W. C. JONES) 95:594–600; Discussion: T. O. Baker, 603; J. R. Bishop, 602–3; E. E. Brown, 603; Dickenson, 603; W. F. Hall, 601–2; B. A. Hinsdale, 600; Professor Jones, 600–1; A. F. Nightingale, 601; C. M. L. Sites, 602–3
—— value of drawing (F. L. SOLDAN) 05:592–97
—— —— of museums (O. C. FARRINGTON) 02:765–71
—— —— of object work (L. S. THOMPSON) 88:598–602
—— —— of the tragic *vs.* the comic, in literature and art (W. T. HARRIS) 98:396–403
—— —— of training in public speaking (T. C. TRUEBLOOD) 02:133–39
Educational Foundations, 96:344
"Educative" physical education (W. O. KROHN) 02:740–44
EDWARDS, C. G.—Promotion of pupils, +83:73–75; Reading, +84:170–73
EDWARDS, CALVIN W.—School boards, number of members, terms of service, and mode of selection, 03:898–905
EDWARDS, RICHARD.—Duties and dangers of normal schools, 73:164–72; How much culture shall be imparted in free schools? 73:51–58; Model schools in connection with normal schools, 71:124–30; Normal schools in the U. S., 65:271–82; 76:48–56; Our professional ancestry, 60:28–45; Problem of today, 87:59–65; Discussions on: County school problem, 76:39; Normal schools, 71:147; State supervision, +87:160–64; Teachers' Institutes of Illinois, +88:46
EDWARDS, WALTER A.—Study of history, 92:348–53; The teacher in the manual-training school, 99:905–10
Effect of Moral education in the public schools upon the civic life of the community (W. O. THOMPSON) 06:42–49; Discussion, 49–51
Efficiency in the Indian service (J. T. DOYLE) 04:977–79
Efficient and final causes in controlling human freedom (W. T. HARRIS) 02:342–49
Efficient teachers of the elementary branches, How can the normal school produce (G. KARR) 05:533–39; Discussion: H. T. Lukens, 539–40
EGGLESTON, ANNA K.—Child-study in country schools, 96:887–90; Discussion on Child-study, 96:488–90
Ehinger, C. E., Discussions on: Curvature of the spine, 98:947; Play in physical education, 98:958
ELDER, CONSTANCE.—The University Association of Women Teachers, 93:865–70
Elder, E. W., Discussion on Physics for college admission, 97:942
Eldridge, E. R., Discussion on Normal Schools in the south, 89:608–9
Election, in general education (E. E. WHITE) 97:373–84; Discussion, 384
—— in high schools (O. D. ROBINSON) 95:586–91; (W. L. STEELE) 99:331–36; (W. J. S. BRYAN) 1900:428–35, Discussion: A. H. Nelson, 435–37
Elective studies, and minute courses in universities (J. H. CANFIELD) 05:494–501
—— in colleges (A. P. PEABODY) 74:152–61; Discussion, 161–63; (W. LER. BROWN) 77:87–95; 80:170; (S. H. PEABODY) 88:268–75

—— —— Conservative view of; Discussion: J. E. Russell, E. Channing, and others, **95**:657–61
—— List of articles on, 1874 to 1905, **06**: 680–81
—— opposed, **74**:163; **77**:103; **84** pt. II: 54; **86**:289; **88**:273; **92**:226; **93**:205, 551; **95**:199
Elementary and Kindergarten Departments, Joint session of, **04**:381–415
Elementary and scientific knowledge (J. W. DICKINSON) **73**:172–79
Elementary and secondary education, The saving of time in (T. M. BALLIET) **03**: 317–22; (Mrs. E. F. YOUNG) **03**:322–27; Discussion: T. M. Balliet, J. M. Green, C. M. Woodward, Mrs. E. F. Young, 327–30
Elementary Education, Department of, 71: 91–116; **72**:125–64; **73**:198–243; **74**: 254–94; **75**:153–88; **76**:211–36; **77**: 174–217; **79**:135–202; **80**:193–221; **81**: 218–38; **82**:183–203; **84** pt. II:199–235; **85**:311–48; **86**:500–59 (Joint session with Kindergarten Department); **87**: 362–91; **88**:363–99; **89**:485–96; **90**: 585–612; **91**:571–614; **92**:307–31; **93**: 243–319; **94**:705–41; **95**:561–78; **96**: 515–56; **97**:614–43; **98**:620–63; **99**: 575–600; **1900**:403–27; **01**:540–64; **02**: 430–54; **03**:407–28; **04**:379–471 (Joint session with Kindergarten Education Department); **05**:373–421
—— —— Journal of proceedings, **83**:xviii–xx
—— —— organized, **70**:160; **06**:525
—— —— Resolutions on Co-operation of Kindergarten Department and, **04**:381
Elementary education, Function of nature in (M. G. BRUMBAUGH) **96**:141–51; Discussion: G. S. Hall, L. D. Harvey, Mrs. E. D. Kellogg, J. N. Wilkinson, 152–58
—— History in (M. A. NEWELL) **92**:310–16
—— in England (W. CLARK) **91**:187–93; (R. DAVENPORT-HILL) **93**:870–74
—— Lessons from the Exhibit of, at the St. Louis Exposition (B. BLEWETT) **05**: 173–80
—— List of articles on, 1863 to 1906, **06**: 681–82
—— Natural sciences in (S. G. WILLIAMS) **92**:323–31
—— Plan for a report on (JOHN DEWEY) **98**:330–35
—— Report of Committee on (A. G. BOYDEN) **86**:267–72; Discussion, 272–75; (Miss B. A. DUTTON) **95**:447–53; Discussion: G. P. Brown, F. L. Soldan, and others, 453–58
—— Report of Committee on Essentials in, **90**:348–52; Discussion, 353–57
—— —— on Moral instruction in (E. E. WHITE) **96**:407–10
—— —— on Oral teaching in, **84** pt. III: 13–16; Discussion, 17–18
—— —— on The uses of literature in, **92**: 766–71; Report of Round Table discussion, 804
—— —— on Waste in (J. W. STEARNS) **88**:300–8; Discussion, 308–9
—— Report of the subcommittee on the Correlation of studies in (W. T. HARRIS) **95**:287–33
—— The saving of time in (T. M. BALLIET) **03**:317–22; (Mrs. E. F. YOUNG) 322–27
Elementary instruction, A true course of (E. E. WHITE) +**85**:33–49
Elementary mathematics and education (L. W. COLWELL) **97**:637–42
Elementary programs, Correlation of subjects in (J. W. STEARNS) **90**:200–6
Elementary school, The, as illustrated in its exhibits (C. B. GILBERT) **04**:389–95
—— Curriculum of the (N. CROPSEY) **05**:374–80
—— Manual training in the (W. N. HAILMANN) **90**:842–50; (J. P. HANEY) **05**:253–59; (E. E. LANGLEY) **03**:645–51
—— The mission of the (M. G. BRUMBAUGH) **98**:343–48
—— Shop work in the (J. E. PAINTER) **02**:558–63
—— Value of, for the social virtues (C. H. SPENCE) **93**:278–84
—— What should the, do for the child (N. CROPSEY) **96**:345–53
—— What should the high school do for the graduate of the (F. L. SOLDAN) **96**: 354–62; Discussion: J. Swain, 362–64
Elementary school building, Features of a modern, **03**:235–39
Elementary school instruction, A few changes in (E. G. WARD) **94**:715–24; Discussion: W. C. Warfield and others, 724–26
Elementary schools, Agriculture as a science for (J. CARTER) **01**:785–91
—— A basis for ethical training in (C. DEGARMO) **91**:170–77
—— College graduates in (J. M. BALLIET) **02**:272–79
—— Culture in (G. P. BROWN) **79**:135–42
—— Department of, *see* Elementary Education, Department of
—— Discipline in (B. A. DUTTON) **89**: 487–93
—— English grammar in (M. A. NEWELL) **72**:136–39; Discussion, 139–41

Elementary schools, The English language in (Z. RICHARDS) 77:175–80
—— Enriching the course in the, First to fourth grades (E. G. REVELEY) 94:418–28; Fifth to eighth grades (H. C. MUCKLEY) 94:428–39; Discussion: W. B. Powell, H. A. Wise, 439–42
—— Essentials in U. S. history to be taught in (W. F. GORDY) 98:70–77
—— Essentials of English composition for (E. R. SHAW) 98:87–94
—— Ethical culture in (Mrs. D. L. LATHROP) 92:101–8
—— Ethical value of history in (J. F. MILLSPAUGH) 96:410–14
—— Examinations and promotions in [discussion] 94:294–98
—— The French and German (F. E. FARRINGTON) 04:404–11
—— Gap between, and colleges (C. W. ELIOT) 90:522–33; Discussion, 533–42
—— in cities, Standard course of study for (R. G. BOONE) 01:303–18
—— Influence of higher education upon (W. T. HARRIS) 94:128–34
—— Influence of manual training in (H. M. JAMES) 90:850–58
—— Laboratory methods in (C. B. SCOTT) 94:191–97; Discussion: R. E. Denfeld, 198–99
—— Language lessons in (H. A. KEELER) 74:264–68
—— Literature in (Mrs. E. F. YOUNG) 96:111–17
—— Methods and courses of work in (W. N. HAILMANN) 97:199–208
—— Moral instruction in the [discussion] 95:443–46
—— Moral training in (Z. RICHARDS) 92:317–23
—— Myth and history in (MAY H. PRENTICE) 02:447–53
—— Normal training for teachers of (K. N. T. TUPPER) 88:369–77
—— promoted by scientific farming, 06:491–92
—— Science teaching in (H. NEWMAN) 05:798–805
—— Teaching of arithmetic in (M. A. BAILEY) 05:380–87
—— Technical education in its relations to (J. D. PHILBRICK) +80:49–59
—— Textile arts in (C. I. MITCHELL) 01:647–54
—— Voice culture in (Z. RICHARDS) 91:606–14
—— What shall we attempt in (Mrs. A. C. MARTIN) 74:274–91
Elementary teachers, Co-operation of universities and normal schools in the training of (F. M. MCMURRY) 05:540; Discussion: E. Brooks, L. C. Lord; (GUY E. MAXWELL) 542–45
Elementary teaching, Relation of acquisition to memory in (G. P. BROWN) 82:183–92
ELIOT, CHARLES W.—Can school programs be shortened? +88:101–18; The full utilization of a public-school plant, 03:241–47; Gap between elementary schools and colleges, 90:522–33; Length of the baccalaureate course and preparation for the professional schools, 03:496–500; Letter, 74:76; Letter transmitting Report of Committee of Ten, 94:603; National university, 73:107–20; President's address: The new definition of the cultivated man, 03:46–54; quoted, footnote, 76:62; 82:146; Shortening and enriching the grammar-school course, 92:617–25; Uniformity in schools, 92:82–95; Discussions on: Baccalaureate course, 03:516; Cambridge experiment, 94:342; Education at the close of the century, 1900:196; Kindergarten in social work, 03:383; Upper schools, 73:43
Eliot, Charles W., and the public schools, 95:276–77
ELIOT, EDWARD C.—A non-partisan school law, 05:223–31
ELIOT, W. G.—University education in the West, 73:254–61
Ellabarger, D. R., Discussion on Secondary school association, 03:479
ELLIS, A. CASWELL.—Percentage of boys who leave the high school and the reasons, 03:792–98; Discussions on: Child psychology *vs.* adult psychology, 04:575–76; Education from the genetic point of view, 05:732–34; Kindergarten and elementary schools, 04:395–96
Ellis, A. J., quoted on orthoepy, 76:135
Ellis, C. B., Discussions on: Bookkeeping, 03:746; History in commercial course, 03:725
Ellis, D. C., Discussion on Continuous sessions in normal schools, 98:420–21
Ellis, Grace, Discussion on Physiology, 01:604
Ellis, J. M., Discussions on: Defects in college training, 90:685; Mental science, 70:84; Object teaching, 70:64, 84
ELLIS, S. A.—Recess abolished, +84:66–74; Discussions on: School statistics, 90:390; Qualification and supply of teachers, 91:441–42
ELLIS, W. S.—School board organization, 1900:631–34

ELMENDORF, H. L.—The greater school; or, The school plus the library greater than either, 1900:643–47; Discussion on Free traveling library, 1900:654

Elocution, 87:377; (M. FLEMING) +88:49–56

ELSON, W. H.—The superintendent's influence on the course of study, 04:188–94

ELWOOD, J. H.—Music in our public schools, 88:651–58

ELY, R. T.—The future organization of higher education, 95:645–53

Emberson, R. H., Discussion on School and library, 02:818

EMERSON, ALFRED—Study of great masters, 93:473–75

Emerson, George B., Letter of, 63:42–43

EMERSON, HENRY P.—Address of welcome 96:42–43; Improvement of city-school systems, 94:121–26; Influences that make for good citizenship, 02:192–98; Discussions on: Citizenship, 02:203; High-school assistants, 97:660

Emerson, Ralph W., quoted, 82:140

EMERY, J. Q.—Address of welcome, 97:39–41; Discussion on Township high school, 98:316–18

Emotions, 88:419

Endowment of educational institutions, 73:32; 93:537; Bad means to get, 74:75

Endowment of N. E. A., Committee on, 76:20; Report, 20

Engineer, Educational process of training an (G. LANZA) 93:569–81

Engineering, 76:285; 93:531; Educational value of (F. R. HUTTON) 93:560–65; Discussion: R. H. Thurston, 565–66; (H. T. EDDY) 93:583–86; (G. LANZA) 586–87; Teachers of, 93:564

England, Educational awakening in (M. E. SADLER) 06:361–66

—— Educational crisis in (C. S. H. BRERETON) 01:151–65

—— Elementary education in (W. CLARK) 91:187–93; (R. DAVENPORT-HILL) 93:870–74

—— Froebel's educational principles in (E. A. E. SHIRREFF) 93:360–66

—— High-school for girls in (M. GURNEY and R. KINGSLEY) 93:225–34

—— Organization for art education in (P. ATKIN) 04:659–65

—— Popular education in (A. PERCY) 04:83–89

—— Secondary education of girls during the past fifty years in (DOROTHEA BEALE) 06:377–86

—— Teaching of modern languages in (C. S. H. BRERETON) 06:366–77

—— University education for women in (Mrs. H. FAWCETT) 93:853–62

ENGLISH, GERTRUDE E.—Constructive work in the elementary schools, 99:917–22

English as an art study (W. SCHUYLER) 04:502–5

—— Cambridge School Committee's system in, 94:340

—— the care of a secondary course (J. C. HANNA) 98:665–71

—— College-entrance English (Dr. RICHARD JONES) 97:684–94

—— Discussion of Report of Committee of Ten on (A. F. NIGHTINGALE) 94:155–60; (W. H. MAXWELL) 94:508–10

—— Discussion of the Report of Sub-committee on (E. O. HOLLAND) 04:505–6

—— for secondary schools, A proposed four-years' course in (CHARITY DYE) 98:678–81

—— for the degree of B. A., 90:621

—— Historical method in teaching (J. M. GARNETT) 79:87–96

—— How taught in one high school (R. G. HULING) 91:632–40

—— in business schools (Mrs. S. A. SPENCER) 97:797–801

—— in the grades (A. A. REED) 1900:416–21; Discussion: J. J. Burns, J. W. Carr, C. A. Graeser, S. D. Jenkins, J. R. Kirk, Miss Thurston, 422–24

—— instruction for children (O. T. BRIGHT) 84 pt. II:217–35

—— Methods of study in (M. W. SMITH) 89:520–24

—— Place of, in higher education (A. B. STARK) 77:24–32

English, Round-Table in, 98:691; 1897, Harriett L. Keeler, leader, 97:684–94

—— Secondary schools, and present methods in English and composition: Outline of discussion by GEORGE B. AITON, 97:684

—— The study of, as introductory to the study of Greek and Latin (T. R. PRICE) 77:262–70

—— —— in the public schools (A. P. MARBLE) 94:279–88

—— —— in secondary schools (J. B. MCCHESNEY) 88:405–15

—— Teaching Indian pupils to speak (R. PERRY) 05:935–36

—— Translations from Greek and Latin classics as training in the use of (I. B. BURGESS) 96:563–68

English composition, Essentials of, for elementary schools (E. R. SHAW) 98:87–94

English Compooition, Essentials of, to be taught in secondary schools (C. C. THACH) **98**: 94–102

—— —— Laboratory method in (P. M. BUCK) **04**:506–8

—— —— Study of, as a means of acquiring power (G. ALEXANDER) **05**:407–11; Discussion: W. F. Gordy, Emma L. Johnston, 412–13

English Conference, Report of, **Com. Ten, 94**:86–95

—— —— L. C. Trueblood, leader, **02**: 483–85

English experience in providing city poor with parks and playgrounds (Earl of Meath) **93**:641–46

—— ideal of education, The, and its debt to America (M. E. SADLER) **02**:75–83

—— history *vs.* European history, **02**:478–80

—— language, How to teach correct use of (O. S. WESCOTT) **1900**:437–47; Discussion: M. L. Brittain, J. J. Burns, 447–51

—— —— and literature as subjects of study, List of articles on, 1869 to 1906, **06**:682–84

—— literature in American schools (E. S. COX) **85**:181–90

—— —— its place in popular education (F. H. UNDERWOOD) **72**:159–64

—— —— Methods of teaching, in the high school (F. A. MARCH) **72**:240–44

—— —— Syllabus of a course in (W. F. WEBSTER) **98**:681–86

—— —— Value of, in ethical training (R. P. HALLECK) **1900**:160–68

English Orphanage and Training School in Bosnia (Miss A. T. IRBY) **93**:900–3

English study, The, need for, by kindergarten students (MARY C. MAY) **02**:425–29

—— teaching, The aims of (P. M. BUCK) **05**:454–58

—— —— Some of the main principles of secondary (S. THURBER) **98**:671–77

Engraving class at Cooper Institute, **82**:160

Engravings, Use of, in libraries, **95**:817–19

Engstrom, August E., *In memoriam*, **1900**: 720–21

Enrichment of rural-school courses; Report on Rural schools, Appendix G, **97**:517–24

ENTHOFFER, J.—Origin of the alphabet, +**75**:52–55

Entrance to the professions, **05**:301

Equivalents in a liberal course of study (W. T. HARRIS) **80**:167–75

ERRANT, J. W.—Reform in school administration, **97**:966–71

Essay-correcting: Can it be made a joy forever? (F. N. SCOTT) **98**:691–93

Essay subjects: What proportion shall be drawn from literature? (F. V. N. PAINTER) **98**:693–96; Discussion: Mr. Hermanns, F. N. Scott, Mr. Ramsey, and others, 696

Essentials in U. S. history to be taught in elementary schools (W. F. GORDY) **98**: 70–77

Essentials in U. S. history to be taught in secondary schools (H. H. SEERLEY) **98**: 77–82

Essentials of English composition for elementary schools (E. R. SHAW) **98**:87–94

Essentials of English composition to be taught in secondary schools (C. C. THACH) **98**:94–102

Estabrook, Joseph, *In memoriam*, **95**:209

Ethical and psychological value of music, The (E. K. FAIRWEATHER) **02**: 621–25

Ethical culture in the kindergarten (I. SHEPARD) **92**:96–101; in elementary and secondary schools (D. L. WILLIAMS) 101–8; in the college and university (J. H. CANFIELD) 108–14; Discussion: E. E. White, H. A. Fischer, Supt. Ashley, Z. Richards, 114–17

Ethical element in education, The (W. B. HILL) **04**:249–59

Ethical, physiological, and psychological aspect of physical training (HANS BALLIN) **01**:765–69

Ethical training, in elementary schools (C. DEGARMO) **91**:170–77; from literature in (F. M. MCMURRY) 177–79

—— Moral training thru the common branches (C. DEGARMO) **94**:165–73

—— Value of English literature in (R. P. HALLECK) **1900**:106–68

—— Value of literature in (C. DEGARMO) **94**:388–97

Ethical value of history in elementary schools (J. F. MILLSPAUGH) **96**:410–13

Ethics, Evolution and (S. T. SKIDMORE) **99**:136–43; **74**:240

Ethics and psychology of fun, The (W. B. HILL) **02**:286–97

Ethnic view of higher education, An (I. W. HOWERTH) **1900**:465–73

Eucken, Rudolf, Sketch of (H. SCHWARTZ) **06**:429

EUDO, H.—Confucius and his educational ideas, **93**:308–13

European history *vs.* English history, **02**: 478–80

Europe, Some phases of present educational problems in (N. M. BUTLER) **94**: 460–70

—— State aid to higher education in, and America (J. SWAIN) 1900:457–62
Evans, E. W., *In memoriam*, 74:135
Evans, George W., Discussion on Geometry 01:599; Leader of Algebra Conference, 01:589
EVANS, LAWTON B.—The county as the unit of school organization, 97:507–508; The factory child, 04:244–49; The South and its problems, 94:567–76; Discussions on: Sociological factors, 96: 270–73; Improvement of city school systems, 94:126–28
EVANS, MARGARET J.—Women's clubs as an educational factor, 98:237–43
Evans, O. C., Discussion on History in commercial course, 03:725
Evening drawing-schools, Free industrial (G. H. BARTLETT) 88:607–14
Evening schools (A. P. MARBLE) 87:186–91
—— Drawing in (O. FUCHS) 85:307–10
—— Industrial training in (C. F. WARNER) 05:570–76
—— Organization of a system of (T. M. BALLIET) 04:278–84
Evening schools, *see also* Adults
Everett, L. B., Discussion on English, 04: 509
EVERS, OLIVE A.—Relation of high school to training-school, 88:427–33
Evolution, Effect of, on education (JOSEPH LECONTE) 95:149–61
Evolution and ethics (S. T. SKIDMORE) 99:136–43
Examination of teachers (M. A. NEWELL) +89:217–19; Discussion: L. W. Day, J. W. Dickinson, E. E. Higbee, W. H. Maxwell, E. E. White, 219–29; 243–53; (E. T. TAPPAN) 83:3–11
Examination of the eyes of school children (JOHN C. EBERHARDT) 06:173–77
Examinations, Abolition of, in Chicago high school, 95:274–75
—— as tests for promotion (H. S. TARBELL) 87:107–11; (W. H. MAXWELL) 90:127–37
—— Cure for cheating in, 95:584–85
—— for promotion in the public schools (W. DEW. HYDE) +89:229–36; (W. M. GIFFIN)) 236–43; Discussion: G. A. Littlefield, E. E. White, and others, 243–53
—— in elementary schools, 74:278; 91: 603
—— in England, Suppl. 70:7
—— List of articles on, 1863 to 1902, 06: 684
—— Method of conducting (AARON GOVE) 87:112–13
—— Preparing papers for, 90:528
—— Promotions and, 80:126
—— Report of Committee on, 86:279–81
—— School examinations (G. A. LITTLEFIELD) 87:113–15; Discussion: C. C. Rounds, 87:116–17
—— Specimen answers from written, 79: 54
—— Strain of admission, 96:638
—— The use and control of (A. T. HADLEY) 01:240–50
—— The value of as determining a teacher's fitness for work (E. G. COOLEY) 02:174–79; Discussion: J. A. Foshay, J. M. Greenwood, M. A. Haley, J. F. Keating, C. G. Pearse, C. R. Skinner, F. L. Soldan, W. W. Stetson, E. E. White, L. E. Wolfe, 179–82
Exercise and vigor (H. L. TAYLOR) 98: 933–39
—— Effect of, on the vital organs (W. T. HARRIS) 98:930–33
—— Influence of, upon growth (F. L. BURK) 99:1067–73; Discussion: T. A. Story, W. E. Watt, 1074–76
—— *See also*, Physical training
Exeter Academy program, +88:103
Exhibition at Boston in 1885, Committee on, 81:177
—— at Louisville in 1883, Committee to attend, 83:vi, ix
—— at New York in 1883, Committee on, 80:94–95; Resolutions on, +81:79
Exhibitions and museums, List of articles on, 1875 to 1905, 06:685–86
Exhibits, Art, in the Exposition (H. C. IVES) 04:157–63
—— at Nashville, Report of Committee on, 89:52–54
Exhibits at Toronto Meeting, Report of Committee on (J. E. BRADLEY) 91:255–73; Sub-committee on Exhibitors (D. BOYLE) 255–58; on Color (L. E. FAY) 258–62; on Drawing (W. S. GOODNOUGH) 262–72
Expansion, Excessive, of the course of study (W. L. BRYAN) 05:482–86
Expediency of importing teachers of approved merit from without a town or city (S. T. DUTTON) 04:322–26
Expert supervision (I. W. HILL) 04:321
Exposition at New Orleans, +84:132; 85: 512–21
—— at Paris, 77:255; Education at the (J. D. PHILBRICK) +79:93–99
—— at Philadelphia, Report on Representation of American education at, 75:92
—— Cotton States and International, at Atlanta, Educational Congress at, 95: 961–1030

Exposition, Influence of a great, as an art educator (J. F. HOPKINS) **04**:632–37

—— of Education at Madison (Wis.), Report on (W. T. HARRIS) **84** pt. 1:82–85; The kindergarten exhibit (F. L. SOLDAN) 86–88; State exhibits (A. GOVE) 89–95; Art and industrial education (S. R. THOMPSON) 95–98; Special exhibits (J. H. HOOSE) 99–101

—— World's Columbian, at Chicago, American educational exhibit at the (J. EATON) **90**:391–431; **94**:515–26; (S. H. PEABODY) **92**:583–90; **94**:60–66

Expression of lines, The (D. R. AUGSBURG) **97**:764–67

Extension work in rural schools; Report on Rural schools; Appendix O, **97**:577–79

Extracts from a recent investigation in Sociology (M. R. CAMPBELL) **05**:906–14

Eye and ear examinations, **04**:949–50

Eye and ear-mindedness (W. L. BRYAN) **93**:779–81

Eye and ear training as related to sight singing (F. A. LYMAN) **97**:778–83

Eye defects of feeble-minded and backward children (A. GREENWOOD) **03**:1023–28

Eyes of school children, Examination of (J. C. EBERHARDT) **06**:173–77

Eyes of school children, Facts and fallacies in the examination of the (M. STANDISH) **03**:1020–23

Eyesight, Effect of student-life on the (A. W. CALHOUN) **81**:117–29*

—— Effect of well-lighted schoolrooms on the, **96**:452

—— Method of recognizing defective, **05**:763–65

—— Tests of, in schools, **96**:373, 850

F

Factory child, The (L. B. EVANS) **04**:244–49

Facts and fallacies in the examination of school children's eyes (M. STANDISH) **03**:1020–23

Fad, What Is a ? (F. L. SOLDAN) **01**:85–92; Discussion: W. K. Fowler, 92–94

Fairchild, E. H., Remarks on Education in the South, **73**:89

FAIRCHILD, GEORGE T.—Agricultural colleges, **88**:290–97; Dexterity before skill, **82**:166–72; Industrial training, **88**:549–55; Manual labor in industrial education, **77**:224–31; Report of the exhibits of the common-school work, **88**:697–99; Discussions on: Manual training in horticulture, **98**:778; Physical education, **91**:359; Practical education, **88**:195; Public lands and education, **99**:269; Report on Technological education, **96**:427

Fairchild, George Thompson, *In memoriam*, **01**:926–27

FAIRCHILD, JAMES H.—Religion in colleges, Suppl. **70**:33–37; Discussion, 37–38; Discussion on School discipline, **70**:149

Fairchild, Lucius, Address of welcome, **84** pt. II:20

FAIRWEATHER, ELIZABETH K.—The psychological and ethical value of music, **02**:621–25

Fairy stories, Bad influence of, **95**:548; **96**:477

—— Value and place of, in the education of children (P. CHUBB) **05**:871–79

FALL, DELOS.—Address of welcome, **01**:52–56; Improvements in course of study and system of grading, **04**:316–19; School diseases and medical inspection, **98**:534–39; Discussions on: College graduates as teachers, **02**:284; Individual instruction, **01**:302; Manual training, **03**:218–19; Medical inspection of school children, **98**:544; State and county superintendent, **02**:229–30

FALLOWS, SAMUEL.—Address of welcome, **93**:20–22

Families past and present (L. FELMERI) **75**:16–22

Family system for boys' school, **79**:219

Farley, D. H., Discussion on Vertical writing, **96**:51–53

Farm, The, as a center of interest (F. W. PARKER) **97**:527–36

Farm, Model, **73**:112

Farm work, Correlation of the schoolroom and, for Indians (E. C. NARDIN) **02**:870

FARNHAM, GEORGE L.—Primary reading, **73**:199–207; Discussion on Uniform plan for publishing statistics, +**74**:20, 22

Farnham, George L., *In memoriam*, **1900**:721

Farnsworth, Sumner A., Remarks on Promotions, **96**:603

Farnum, Paul, Resolutions *In memoriam*, **60**:7–8

FARRAND, WILSON.—Twofold translation as a test of power and proficiency, **97**:661–64; Discussions on: History in college-entrance requirements, **96**:587; Secondary education, **03**:442–44

Farrar, F. F., Discussion on Physical science, **02**:477

Farrell, E. D., Discussion on Principles of co-ordination, **95**:111–13

FARRINGTON, FREDERICK ERNEST.—The French and German elementary schools, **04**:404–11

FARRINGTON, OLIVER CUMMINGS.—Educational value of museums, 02:765–71

Farson, M. E., Discussions on: Inspection and supervision, 01:278; Normal school, 02:215

Fatigue (E. R. SHAW) 98:550–54; Discussion: J. W. Cook, Miss B. A. Dutton, G. W. Fitz, C. B. Gilbert, B. A. Hinsdale, J. F. Millspaugh, H. H. Seerley, W. E. Sheldon, 554

—— among school children (W. S. MONROE) 99:90–93

—— and sense defects (H. E. KRATZ) 97:280–84

—— in the schoolroom, How to reduce (H. E. KRATZ) 99:1090–96

FAUNCE, WILLIAM H. P.—Character in athletics, 04:558–64; The moral factor in education, 01:627–34; Discussion on Baccalaureate course, 03:516

FAWCETT, MILLICENT (GARRETT).—University education for women in England, 93:853–62

Fawcett, Sara A., Discussion on Drawing in public schools, 91:786–89

FAY, EDWARD ALLEN.—How can the term "charitable" be justly applied to the education of any children? 03:1007–11

FAY, L. E.—Kinds of manual-training schools to be introduced, 87:206–11; Report on Color and form exhibits at Toronto, 1891, 91:258–62

Fear, Use of, as discipline, 96:476

Features of a modern elementary-school building (C. F. CARROLL) 03:235–39;* Discussion: G. Griffith, 239–40

Federal aid to education (ALEX. HOGG) +88:153–65; (J. A. B. LOVETT) +88:146–48

Federal and state interest in higher education (R. B. FULTON) 01:169–73

Federation of colleges and universities, Desirability of forming a (B. A. HINSDALE) 98:720–26; Discussion: Mrs. E. Richards, J. S. Taylor, 727

Federation of secondary-school associations, 03:476–79

Feeble-minded: Brain-building and mind-building of mentally defective children (E. GATES) 98:1051–56

—— The claims of the (MARGARET BANCROFT) 1900:674–77

—— On the training of the (E. R. JOHNSTONE) 1900:677–80

—— Schools for the (E. R. JOHNSTONE) 05:903–6

—— The trend in the training of backward and mentally deficient children (M. BANCROFT) 98:1040–43

Feeble-minded and backward children, Eye defects of (A. GREENWOOD) 03:1023–28

Feeble-minded and epileptics, Minnesota and her (A. C. ROGERS) 02:845–46

Feeble-minded children, The training of (M. W. BARR) 98:1045–51; *See also* Education of the Deaf, the Blind, and the Feeble-minded, Department of

Feitshans, F. R., *In memoriam*, 86:257–58

FELKER, ALLIE M.—Play as a means for idealizing and extending the child's experience, 98:624–30

FELLOWS, S. N.—Practical value of a college education, 85:214–22

FELMERI, L.—Families past and present, 75:16–22

FELMLEY, DAVID.—The modern high-school curriculum as preparation for a two-year normal course, 05:524–31; The next step in the salary campaign, 06:183–91; The relation of heads of departments to the training school, 02:530–34; Discussion on Simpler spelling, 06:157–58

FELTS, GEORGE F.—Country schools, 86:552–54

FENDLEY, J. M.—Departmental teaching in grammar grades, 95:572–78

FENOLLOSA, ERNEST F.—Possibilities of art education in relation to manual training, 02:564–70; Discussion on Studying art, 93:472

Ferguson, W. B., Discussion on Twelve-year course of study, 05:435

FERNALD, M. C.—Co-operative government, 90:685–90; Discussions on: Agricultural colleges, 90:225–27; Industrial education, 88:563

Fernald, Walter E., Discussion on Scope of the public school, 03:1005–7

FERRERI, G.—Victorious America! 02:846–48

FICK, HENRY H.—Education of the heart, 83:25–35

FIELD, M. LOUISE.—Drawing in normal schools, 87:578–83

FIELD, RICHARD S.—Address of welcome, 69:1–2; Discussion on Bible in the schools, 69:18–19

FIFIELD, ELLA J.—The school board and the public press, 99:1131–34

Fifty years of American education (E. E. BROWN) 06:327–41

Filipino's view of education in the Philippines, A (Señora M. del PILAR ZAMORA) 04:468–71

Finance, Report of special committee on, 85:25–26

Financial phase of the consolidation of rural schools (C. A. VAN MATRE) 02:224–29

Financial Reports, Report of Committee on Uniform, 99:344–52

Financial statistics, Comparative summary of, **06**:733

Findley, S., Educational journalism in Ohio, **93**:828–29

Fine art, Study of, in American colleges (F. F. FREDERICK) **01**:695–703

FINGER, S. M.—Education of negroes, +**86**:123–33

Finger alphabet, The (J. MOUNT) **68**:61–63

FINLEY, BLANCHE.—Kindergarten work among the Indians [an abstract] **1900**: 705–6

Finnegan, Dolly, Poem, "Tennessee's message of welcome," **89**:60–61

Finney, Charles C., Discussion on Religious instruction, Suppl. **70**:37

First school year, Reading in the (Mrs. A. W. COOLEY) **05**:393–95

FISCHER, H. A.—Uniform requirements for admission to college, **90**:705–7; Report of Committee on, **91**:694–95; Discussion on Ethical culture in higher education, **92**:115–16

Fischer, Kuno, Sketch of (H. SCHWARTZ) **06**:421–22

FISHER, LAURA.—Symbolic education in *Mutter und Kose-Lieder*, **92**:260–71

Fisher, S. W., *In memoriam*, **74**:136

FISK, H. F.—Pedagogical training for college professors, **91**:701–8

Fiske, W. A., Leader Round-Table Conference in Physical Science, **02**:471–72; Discussion on Physical science, **02**:473

Fithian, P. G., Discussion on Grade teacher and music, **05**:656

FITZ, G. W.—Gymnastic exercises with and without apparatus, **93**:626–31; Hygiene of instruction in primary schools, **98**: 544–50; President's address, Physical Education Department, **99**:1065–67; Discussions on: Biological science and education, **98**:177; Curvature of spine, **98**: 944–45; Health of school children, **03**: 775–76; Play in physical education, **98**: 954–56; Reading, **98**:554

FITZGERALD, JOHN J.—Progress of Indian education, **05**:926–27

FITZPATRICK, FRANK A.—Education of children below school age, between three and six, **92**:626–36; Inefficient teachers, **93**:71–77; Discussions on: Libraries and schools, **99**:529; Settlement work, **99**:392–93

Flag on schoolhouses, Resolution *in re*, **90**:376; **95**:135; **96**:161, 609

Flavin, John T., *In memoriam*, **1900**:721

FLEMING, MARTHA.—Elocution, its place in education, +**88**:49–56

FLETCHER, A. C.—Education of Indians, +**83**:64–72

FLETCHER, W. I.—The A B C of reference work, **01**:847–49

FOERSTE, AUGUST F.—Discussions on: High-school physics, **04**:871–72; Libraries and teachers, **97**:301

FOLEY, ARTHUR L.—Subject-matter of high-school physics, **04**:865–70

FOLSOM, CORA M.—Character-building among Indian children [an abstract] **01**: 911–13

FOLWELL, WILLIAM W.—Civic education, **84** pt. II:261–70; Dissenting report on Preparation for college, **84** pt. III:38–39; Minnesota, **75**:58–76; Public instruction in, **84** pt. II:261–70; Secularization of education, **82**:42–45; The university—how and what, **83**:127–29; Discussion on Accredited schools, **02**:505

Foos, C. C., Discussion on Superintendent's time, **03**:227–28

Foose, L. O., Discussion on Qualification and supply of teachers, **91**:434–35

Foote, Henry S., Address of welcome, **68**: 13–16

FORBES, S. A.—The teaching of the scientific method, **04**:879–88

Ford, Henry A., School journalism in Michigan, **93**:831–33; *In memoriam*, **95**:209

FORD, JOHN D.—Manual training in common schools, +**89**:168–73; Discussions on: Accredited schools, **02**:504; Algebra and geometry in grammar grades, **97**:659

FORDYCE, EMMA J.—Libraries and schools; A two-faced question, **02**:805–7; Forecast of work of the Association (J. HANCOCK) **06**:526–28

Foreign-born children in the primary grades (J. ADDAMS) **97**:104–12

Foreign education. (H. J. ROGERS) **05**: 309–19

Foreign educational exhibits at the St. Louis Exposition (H. J. ROGERS) **05**:161–67

Foreigners in U. S., **91**:300; **96**:492

Forestry (F. B. HOUGH) +**81**:40–55; (W. HIGLEY) +**86**:134–45

Form, color, and design (F. S. COMINGS) **84**:207–12

Form in subject-matter (J. H. HOOSE) **90**: 753–55

—— Instruction in (J. H. BROWN) **89**: 655–61; (M. D. HICKS) **91**:796–806; **92**:445, 674

Forms and limitations of handwork for girls in the high school (K. E. DOPP) **05**:580–86

Forms of industrial education best adapted to city children (C. H. KEYES) **06**:203–7

FOSDICK, FRANK SHELDON.—High-school training in public speaking, **94**:773–81; Discussion on Coeducation, **03**:451–54

FOSHAY, JAMES A.—Address of welcome, 99:54–56; Response to welcome, 1900: 55–57; 02:46–48; Some tendencies of modern education, 97:159–62; Discussions on: Examinations, 02:181; Grade teacher and music, 05:655

FOSS, SAM WALTER.—Poem: the Calfpath, 06:151–52

FOSTER, Mrs. J. ELLEN.—Temperance instruction, 86:77–107

Foster, F. K., Discussion on Trade union and trade schools, 03:626

Foster, S. M.,—Discussion on School boards 97:982–83

Four famous essays, Herbert Spencer's (J. W. COOK) 04:223–26

Four minor duties of a superintendent (I. C. MCNEILL) 02:230–33

FOWLER, WILLIAM K.—Consolidation of rural schools, 03:919–29; Discussions on: Fads, 01:92–94; Obstacles to educational progress, 02:171–74

France, Developments and changes in primary teaching in, during the Third Republic, 1870–1906 (P. E. LEVASSEUR) 06:408–17

—— Educational journalism in (G. COMPAYRÉ) 93:845–51

—— Historical development of normal and training schools in (E. MARTIN) 93:415–18

—— Popular education in (E. C. WINES) +79:22–25

—— Present situation of education in (G. COMPAYRÉ) 93:53–54

—— Recent reaction in, against Rousseau's negation of society in education (A. T. SMITH) 02:383–86

— Secondary education of girls in (M. DUGARD) 93:211–16; (C. SÉE) 06: 386–95

—— The republic of, a nation of art (J. MARDUEL) 04:643–48

—— What, owes to America in the matter of education (T. G. COMPAYRÉ) 06:417–20

—— What should be the curriculum in public schools? Some aspects of the question in (B. BUISSON) 93:262–66

FRANCIS, DAVID R.—Address of welcome, Louisiana Purchase Exposition, 04:50–53; Department of Indian Education, 04:966–67

FRANCIS, J. H.—Business education in our public schools, 99:1008–15

Frank, Michael, *In memoriam*, 95:209

FRASER, W. H.—Organization of the University of Toronto, 95:638–44

Fraternities, Report of the Committee on (G. B. MORRISON) 05:445–51

FRAZIER, CHARLES R.—Shall courses in European history be given precedence over course in English history? 02: 478–80

FREDERICK, FRANK FOREST.—Study of fine art in American colleges, 01:695–703

FREDERICKSON, ANNA E.—Kindergarten theory tested by experience, 91:545–51

Free schools in the American colonies, Origin of, 06:453–54

Free textbooks for free schools (T. TASH) 88:220–25

Free traveling library, The (Mrs. E. B. HEARD) 1900:648–54

Freedmen's Savings Bank, 73:87

Freedom, Efficient and final causes in controlling human (W. T. HARRIS) 02: 342–49

Freedom of the teacher, The (C. B. GILBERT) 03:164–73

Freer, H. H., Discussion on Higher education, 95:654

FREER, PAUL C.—Exceptions to Report of Committee on Chemistry for College Requirements, 99:799–800; Teaching of beginning chemistry, 96:951–57

FRENCH, JOHN S.—What study of mathematics is needed for practical life, 04: 510–14; Discussion on Mathematics, 03:480; 04:521

FRENCH, W. M. R.—Painting and sculpture, 93:497–500; Report of the Committee on the Relation of the Library to Art Education, 98:812–19

French and German elementary schools, The (F. E. FARRINGTON) 04:404–11

French, Recommended courses of study in 99:743–47

—— Specimen examination papers in, for admission to college, 99:747–50

French secondary education, What may our secondary schools learn from (E. W. LYTTLE) 04:475–78

French universities, Study of English literature in (A. L. CHEVRILLON) 93: 168–76

FRINK, HENRY ALLYN.—Rhetoric and public speaking in the American college, 92: 383–93

FRISSELL, H. B.—The Indian problem, 1900:682–92; Present system of Indian schools in qualifying the Indian for citizenship [an abstract] 03:1049–52; President's address, Indian Department: Learning by doing [abstract] 01:893–96; Response to welcome [abstract] 03: 1043; Training of negro teachers, 1900: 482–89; Discussion on Training of teachers, 01:644

Froebel, Friedrich, Influence of, 96:379–80

Froebel, Friedrich, *Mutter und Kose-Lieder* (L. FISHER) **92**:260–71
—— quoted, +**89**:163
—— Theories of Froebel and Herbart (L. H. HUGHES) **95**:538–45
—— Works of (W. N. HAILMANN) **80**:128–37
Froebel and the child's powers in language (Mrs. A. H. PUTNAM) **02**:417–21
Froebel Institute of N. America, **84** pt. **1**:74–76
Froebel's educational principles in England (E. A. E. SHIRREFF) **93**:360–66
Froebel's message to parents (Mrs. A. H. PUTNAM) **89**:473–78
Froebel's *Mother-play book*, **98**:592
Froebel's principles (B. C. GREGORY) **98**:655–63
—— Application of, to primary schools (Miss K. L. BROWN) **87**:339–49; Discussion, 349–50
—— Committee on the application of, **72**:148; Report (J. KRAUS) **73**:230–37
Froebel's principles, President's address, Elementary Department (W. N. HAILMANN) **98**:621–24
Froebel's system of kindergarten (J. W. DICKINSON) **73**:230–37
Froebel's use of child-study (Miss C. G. O'GRADY) **97**:593–98
From the practical to the intellectual in the shop (A. W. RICHARDS) **02**:550–58
FROST, WILLIAM GOODELL.—Educational pioneering in the southern mountains, **01**:555–60
Froude, James A., *In memoriam*, **95**:211
FRUCHTE, AMELIA C.—Address of welcome, Department of Indian Education, **04**:970–71; Report on drawing, **90**:62–66
Fruesdale, Professor, Discussion on Greek composition, **97**:670
FUCHS, OTTO.—Art education, **85**:275–83; Evening industrial drawing schools, **85**:307–10
FULCOMER, DANIEL.—Normal schools, **93**:422–28
Fuller, Mrs. S. E. W., Discussion on The supervision of drawing in public schools, **98**:799–802
FULLERTON, C. A.—Training in sight-singing and song interpretation which normal students should receive, **03**:685–90
FULLERTON, GEORGE S.—How do concepts arise from percepts? **92**:545–48
FULMER, C. A.—Relation of the grade teacher to music instruction in the public schools, **05**:650–54
FULTON, ROBERT B.—Federal and state interest in higher education, **01**:169–73; Growth of confidence between high schools and colleges, **99**:147–54
Fun, The psychology and ethics of (W. B. HILL) **02**:286–97
Function of the educational press (G. P. BROWN) **99**:202–8
—— of grammar in teaching modern language (F. D. ALDRICH) **04**:525–28
—— of the high school of today (J. R. BISHOP) **01**:570–76
—— of knowledge in education (C. B. GILBERT) **02**:331–40
—— of the normal school, **99**:838–45
Functions of a university in a prosperous democracy (C. F. THWING) **01**:165–69
Functions of the public school (W. H. PAYNE) **87**:265–66; Discussion: W. T. Harris, 267; Report of Committee, 270; Discussion, 278–81; analysis, 277–78
Fund, the permanent, Growth of, since 1886, **06**:733
Fundamentals in teaching, Some (L. D. HARVEY) **99**:93–99
Funds, Permanent school, Report of Committee on Rural Schools, Appendix B, **97**:501–4
Funds, Report of the, **06**:15–18
Furniture, School—seats, baths, blackboards, maps [abstract] (C. B. GILBERT) **98**:532–34
Future development of school music, The (T. TAPPER) **02**:633–40
Future of Greek studies, The (J. I. MANATT) **02**:511–21

G

GAGE, ALFRED P.—Minority report on Physics, chemistry, and astronomy of Committee of Ten, **Com. Ten, 94**:121–23
Gage, Henry T., Address of welcome, **99**:47–48
GAGE, LYMAN J.—Expectations concerning business education, **98**:863–67
GAGE, SIMON H.—Zoölogy as a factor in mental culture, **96**:960–67
GAILOR, THOMAS F.—Shall the university concern itself with the morals and manners of its students, and maintain a medical adviser? **03**:531–36
GALBREATH, L. H.—Child-study in class work, **97**:292–94; Minnesota Child-Study Association, **96**:846–50; Discussions on: Librarians and books, **97**:1028; Normal schools and school literature, **94**:840–42
Galbreath, Louis H., *In memoriam*, **1900**:721–22

GALLAGHER, R. E.—Business education, 93:796–98; 94:961–65

GALLAUDET, E. M.—The deaf and their possibilities, 98:207–14

Gambling, 99:596–97

Gambrill, J. M.—Discussion on English, 04:509

Games, Changes in kindergarten plays and (S. A. STEWART) 93:328–31

—— Educating influence of, 96:877–79; physical value, 917

GANTVOORT, A. J.—The influence of music and music-study upon character, 98:390–96; upon national life, 1900:145–53; Music in public schools, 92:524–30; 95:785–88; President's address Music Department, 01:705–6; Discussion on Grade teacher and music, 05:656

GARBUTT, I. R., Discussion on History in a commercial course, 03:726

Garde, L., Discussion on North American Turner Bund, 93:660–61

Gardens, Children's (J. B. MERRILL) 98:598–602

—— for poor children, 95:537

GARDNER, ISAAC.—The relation of the deaf to the hearing world, 98:1039–40

GARFIELD, JAMES A.—Brains *vs.* brick and mortar, +77:158–60; Letter from, 71:14; National Bureau of Education, speech in House of Representatives, June 8, 1866, Sup. 66:1–16; quoted, 90:169; Resolutions on assassination of, 81:175

GARNETT, JAMES M.—Historical method of teaching English, 79:87–96; Studies of Anglo-Saxon, 76:141–56

GARRETT, MARY S.—The duty of the hour to young deaf children, 98:1033–34; The state of the case, 1900:661–63

GARRETT, W. R., Address of welcome, 89:61–62; Education in South, +89:280–95; Limits of education, 77:33–39; Response to welcome, 90:86; 91:68–69; 92:51; Value of educational literature, 90:323–25; Discussion on The National Association, 91:453–56

Garrison, S. Olin, *In memoriam*, 1900:722

Gass, Benjamin Rea, *In memoriam*, 01:927

GASS, H. A., Educational papers of Missouri, 93:842–43

GASTMAN, E. A.—Memorial of Benaiah G. Roots, 89:49–51; Discussion on Coeducation in high schools, 03:300

GASTON, WILLIAM.—Address of welcome, 72:5

GATES, ELMER.—Brain-building and mind-building of mentally defective children [abstract] 98:1051–56

GATES, GEORGE A.—The place of the small college, 04:134–39; Discussion on Degree of Ph.D., 93:159–60

GATES, MERRILL E.—Popular criticisms, 90:468–79; Profession of teaching for light and power, 91:180–86

GATON, C. E.—School boards, 94:707–13

GAULT, F. B.—Response to welcome, 91:76–77; Synthetic sound-system of teaching reading, 91:572–81

GAY, GEORGE E.—Educational influence of public outdoor art, 04:665–66

Gayley, Charles Mills, Letter regarding King Alfred memorial celebration, 99:40–43

GAYLORD, E. E.—Practical commercial course for a Massachusetts high school, 02:686–91

Gaylord, J. S., Discussion on Observation of experts as a means of training, 01:294–95

GEDDES, J., JR.—What can most wisely be done to hasten simpler spelling, 06:153–57

General Education Board, The beginning and aims of the (W. BUTTRICK) 03:116–23; 06:490–95

Gen. John A. Logan Post, No. 540, G. A. R., Dept. of Ill., Resolution of, on civics, 87:45

General sessions: (N. T. A.) 70:91–214; (N. E. A.) 71:7–88; 72:5–110; 73:5–98; 74:5–140; 75:5–100; 76:5–90; 78:5–86; 79:5–100; 80:5–157; 81:5–179; 82:3–87; 83:3–129; 84 pt. II:2–198; 85:59–159; 86:55–258; 87:51–254; 88:45–249; 89:57–344; 90:75–285; 91:57–273; 92:39–241; 93:15–66; 94:49–220; 95:53–203; 96:42–217; 97:39–194; 98:43–302; 99:47–250; 1900:41–182; 01:51–188; 02:35–150; 03:41–137; 04:43–172; 05:57–153

—— Topics of papers read at, 06:561–75

Generalizing faculty, Early development of the, 74:52; 95:368

Genetic point of view, Education from the (W. R. BURNHAM) 05:727–32

Gentle, Thomas H.—Discussion on Instruction in psychology, 02:246–47

Geographical and historical variations that exist in normal schools in the U. S., 99:854–61

Geography, 80:116, 124; +82:84; +84 pt. II:89

—— Commercial, 94:171

—— How to teach, 90:209; 95:269, 301–4, 573; 96:531

—— —— (MRS. M. H. SMITH) 71:103–13

—— Human side of (L. E. WOLFE) 03:143–53; Discussion: W. H. Hatch, J. W. Redway, 153–57

—— Ignorance of, 96:160

—— New departure in teaching (L. R. KLEMM) 85:330–38

Geography, Normal instruction in; Discussion, **68**:50–51
—— Outdoor study of, **96**:334
—— Out-of-door class work in (F. P. Gulliver) **03**:856–58
—— Out-of-door work in (M. S. W. Jefferson) **04**:583–88; Discussion: M. Hastings, D. C. Ridgley, 588–91
—— Outline for oral teaching in, **86**:466
—— Physical, **95**:314; (E. L. Harris) **95**:615–20
—— Scientific methods in teaching (C. F. Palmer) **88**:382–91
—— Uselessness of what is taught as, **74**: 275; +**82**:87; **89**:257
—— *see also*, Physical geography
Geography and history, Right methods of studying, by children (F. M. McMurry) **05**:391–93
Geography Conference, Report of the, **Com. Ten, 94**:204–6
Geography illustrated from the Louisiana Purchase Exposition (A. G. Clement) **04**:853–57
Geology, Practical methods of teaching (N. S. Shaler) **03**:848–52
—— Proper scope of teaching, in the high school and academy (W. N. Rice) **03**: 853–56
—— Relation of physical geography to (W. H. Norton) **01**:796–802
—— Study of, **79**:81; in early education (A. Winchell) **90**:587–95
Geometry, **99**:771–73
Geometry and art, **79**:200; **83**:61
—— Early study of, **86**:468; **94**:342; **95**: 313, 338
—— Educational value of (discussion) K. Miller, **98**:194–95
—— in our schools (Matilda T. Karnes) **91**:651–57
—— Individual instruction in algebra and (F. T. Jones) **05**:466–68
—— Inventional, **93**:224
—— Should algebra or, come first in secondary-school course, **93**:221–25
Geometry Conference, **01**:598–99
Geospheres, The (W. J. McGee) **98**:149–59
German, Illustrated aids to the teaching of (J. P. Worden) **04**:533–36; Discussion: A. Gideon, R. W. Moore, 536
—— Recommended courses of study in, **99**:732–43
—— Specimen examination in, for admission to college, **99**:751–54
German Conference, **01**:590–91
German education, The past and future of (F. Paulson) **06**:430–45
German methods of using the mother tongue (R. Jones) **94**:471–82
German model school, A year in a (Julia Tutwiler) **91**:161–69
German secondary education, What may our secondary schools learn from (F. E. Bolton) **04**:478–84
German spelling reform, Report on (C. F. Raddatz) **77**:122–38
German system of gymnastics, The (Carl Kroh) **97**:883–89; Discussion: E. H. Arnold, 889–90
German and French elementary schools, The (F. E. Farrington) **04**:404–11
Germany, Art education for the people in (L. Bahlsen) **04**:648–54
—— Preparation of teachers in (Dr. L. Bahlsen) **04**:140–45
—— Rehabilitation of philosophy in (H. Schwartz) **06**:420–30
—— State aid to education in, **1900**:458
Gesture, **91**:589; Psychology of (S. H. Clark) **96**:497–504
Gettysburg, Excursion to and resolution, **65**:221
Getz, H. L.—Hints on school administration, **97**:963–66; Discussion on School boards, **97**:983, 995
Gibbons, James.—Denominational schools, **89**:111–23
Gibbs, Miss G., Discussion on Biology, **02**: 468
Gibbs, J. C.—Education in the South, **73**: 80–89
Gibson, Mr., Discussion on Commercial mathematics, **03**:732
Gibson, A. Grace.—Relation of drawing to first-year reading, **05**:397
Giddings, Miss.—Influence of expression on thought, **92**:298–303
Giddings, Franklin H.—The social and legal aspect of compulsory education and child labor, **05**:111–13
Giddings, M., Discussion on Criticism of the kindergarten, **05**:371
Gideon, A., Discussion on Illustrated aids in teaching German, **04**:536
Giffin, William M.—Avenues to the mind, **85**:339–48; Examinations for promotion, +**89**:236–43; What to teach and what to leave out, **97**:616–20
Gifts to higher education of John D. Rockefeller, **06**:491, 493–94; of Andrew Carnegie, 504–6
Gilbert, Charles B.—Correlation of studies, **95**:336–40; **96**:299–307; The elementary school as illustrated in its exhibits, **04**:389–95; Ethics of school management, **88**:528–42; The freedom of the teacher, **03**:164–73; The function

of knowledge in education, **02**:331–40; Grammar-school curriculum, **94**:323–33; The kindergarten in the public schools, **97**:603–4; Manual-training high schools, or, manual training in high schools, **04**:614–19; Public library and the public school, **03**:948–53; Relation of child-study to work of a superintendent, **96**:881–82; School furniture, seats, baths, blackboards, maps, etc., **98**:532–34; Supply of teachers for rural schools, **98**:582; Discussions on: Aesthetics in education, **97**:346; Communism, **02**:390; Economy in education, **95**:456–57; Ethical element in patriotism, **95**:148; Function of knowledge, **02**:341; Isolation in the school, **01**:365; Kindergarten methods, **05**:362; Manual training, **1900**:351; in high schools, **04**:622; Reading, **98**:554; Trades, **01**:680; Who shall appoint teachers? **93**:81–82

Gilbert, N. D., Discussion on Imagination in arithmetic, **97**:628–30

GILCHRIST, J. C.—Degrees for teachers, **79**:114–19; President's address, Normal Department, **80**:177–78; Spelling reform, **81**:271–79; What constitutes a normal school? **81**:201–6

Gilchrist, J. C., *In memoriam* (H. SABIN) **98**:291–92

GILDER, RICHARD WATSON.—The kindergarten, an uplifting social influence in the home and the district, **03**:388–94

Gildersleeve, Charles H., Resolutions on death of, **66**:9

GILLEY, FRANK M.—High-school instruction in physics, **02**:778–84; President's address, Department of Science, **05**:782–88; Science in commercial work, value, character, and place in high school, **03**:738–41

GILMAN, DANIEL C.—The American university, **93**:94–104; University education, +**80**:43–44

Gilmour, Neill, Discussions on: Best school organization for a state, +**77**:107–8; Demands on the common school, **76**:29

GINN, F. B.—Number work, **88**:392–99

Girls, Educating our, for parenthood (EUDORA L. HAILMANN) **89**:455–65; Discussion, 465–73

—— Education of (R. ALLYN) **91**:375–78; Report of Committee on (J. HANCOCK) **90**:338–43

—— Handwork for, **05**:580; for high school (ABBY L. MARLATT) **03**:655–57

—— —— *See also* Domestic, Industrial, and Manual education, Needle-work

—— High school for, in England (MARY GURNEY and R. KINGSLEY) **93**:225–34

—— Ought young, to read the daily newspapers? (W. T. HARRIS) **88**:86–89

—— Secondary education of, during the past fifty years in England (DOROTHEA BEALE) **06**:377–86

—— Secondary education of, in France (M. DUGARD) **93**:211–16; (CAMILLE SÉE) **06**:386–95

—— —— *See also* Coeducation

—— Technical education of; Report of committee (H. M. JAMES) **86**:296–301; Discussion, 302–4

—— What kind of education is best suited for? (Miss ANNA J. HAMILTON) **06**:65–71; Discussion: F. L. Soldan, C. D. Lowry, 71–72

Girls' Public Day School Company, **93**:225, 226, 228, 232

Gladfelter, Miss, Discussion on Domestic science, **01**:588

Gladstone, William E., On spelling reform, **91**:152

Glascock, William H., *In memoriam*, **02**:896

GLENN, G. R.—What the negro gets from the common-school education, and what he gives to it, **98**:330–35; What manner of child shall this be? **1900**:174–80; Discussions on: Free traveling library, **1900**:655; Negro teachers, **1900**:489

GLENN, JOHN W.—Man the machine or man the inventor, **82**:118–27

GLENNON, JOHN J.—Address of welcome, Department of Indian Education, **04**:971

Glotfelter, J. H., Discussions on: Training of teachers, **02**:252; Work of the superintendent in small cities, **01**:280

Glover, N. L., Address as president of Music Department, **92**:514–15; **94**:927–28

GODDEN, LILLIE M.—What do the people want in drawing in the public schools? **97**:767–71

GODDING, W. W.—Tendency to insanity, +**82**:75–80

Goethe, quoted, **96**:670

GOGGIN, CATHERINE —Summary of plans on pensions of teachers, **Com. Sal., 05**:182–84

GOGGIN, D. J.—Professional training of teachers, **91**:193–210

Good schools, Public opinion and (J. K. STABLETON) **03**:228–33

Goodell, F. E., Discussion on Physical science, **02**:474

Goodhue, Horace, Discussions on: Ancient classics, **02**:467; Translations from Greek and Latin, **96**:573

Goodman, C. W., The necessity for a large agricultural school in the Indian service (discussion) **01**:921

GOODNOUGH, WALTER S.—Drawing, president's address, Art Department, **86**:428–32; **87**:561–69; Report on drawing at the Educational Exhibition, Toronto, **91**:262–73; Supervision of drawing, **91**:776–86; Discussions on: Aims of art education, **95**:856–59; Craftsmanship, **03**:633; Training of the art teacher, **96**:668–70

GOODRICH, CASPAR F.—Education in the American navy, **04**:120–27

Goodwin, Edward J., Discussion on Western plan or eastern method, **05**:510

GOODYEAR, SAMUEL H.—Rapid calculation, business practice, and higher accounting, **97**:804–7

GORDON, JOSEPH C.—President's address, Department of Deaf, Dumb, and Blind, **98**:1031–33

GORDY, J. P.—What can child-study contribute to the science of education? **98**:348–54

GORDY, WILBUR FISK.—Essentials in U. S. history to be taught in elementary schools, **98**:70–77; The local training-school as an agency for the preparation of teachers, **06**:124–25; Discussions on: English composition, **05**:413; European history, **02**:482

GORTON, CHARLES E.—The superintendent in small cities, **1900**:222–29; Discussion on Drawing, **91**:480–81

Gospel of work, The (E. G. COOLEY) **01**:197–201

Goss, D. K., Discussion on U. S. history in secondary schools, **98**:87

GOSS, Mrs. JOSEPHINE AHNEFELDT.—The value of truant schools, **01**:820–25;

GOSS, WILLIAM F. M.—Technical work for a manual-training school, **85**:263–74

GOVE, AARON.—Address of welcome, **95**:53–54; American Educational Exhibit of 1892, **90**:399–401; Coeducation in high schools, **03**:297–99; Duties of city superintendents, **84** pt. III:26–33; Education in the colonies, **1900**:305–10; Elementary principles of school hygiene, **97**:891–95; Limitations of the superintendent's authority and of the teacher's independence, **04**:152–57; Method of conconducting examinations, **87**:112–13; Music as a regular and required branch of graded work, **90**:819–21; The proper use of schoolhouses, **97**:253–57; Report on business side of city schools, **96**:464–69; Response to welcome, **88**:49–50; **97**:47; Sources of supply of teachers, **94**:374–77; Study of drawing as common-school work, **92**:495–98; Tests of teacher's work, **95**:222–24; The trail of the city superintendent, **1900**:214–22; Usurpation of home by school, **99**:182–86; Discussions on: Child-study, **99**:438; City-school systems, **90**:463–64; City superintendents, **05**:251; Class intervals, **1900**:340; Compulsory laws, **90**:191–92; Curvature of the spine, **98**:945; Education of children below the school age, **96**:636–38; Horace Mann celebration, **96**:68; How to test the teacher's work **95**:231; Ideal school, **01**:488; Isolation of the school, **01**:364; Manual training, **89**:426; Medical inspections, **01**:238; The National Educational Association, **91**:451; No recess, +**84**:74; Report of Committee on Normal Schools, **99**:423; Secondary school, **99**:421; School superintendence in cities, **90**:316–17; Taxation and salaries, **02**:331; University trust, **79**:428; Work of the superintendent in small cities, **01**:283

Gove, Aaron, as a teacher (CHARLES A. MCMURRY) **95**:230

Government, Report of Special Committee on teaching the principles of, **63**:41

Government and discipline of schools, List of articles on, 1863 to 1900, **06**:687

Government and public education thruout the country (W. T. HARRIS) **90**:481–89

Government allotment, The Indian boy should improve that given him (F. F. AVERY) **01**:919; (R. RATLIFF) **01**:920

Government schools, Percentage of Indian blood to enter (H. B. PEAIRS) **01**:916

Governmental ideas, Instruction in (W STRONG) +**79**:65–69

Gowdy, Jean K., Discussion on Physical education, **02**:756

Grade meeting, Best use of the (E. C. DELANO) **96**:251–58

Grade teacher, Relation of, to music instruction in the public schools (C. A. FULMER) **05**:650–54

—— The supervisor from the standpoint of the (N. G. PETTIGREW) **01**:709–14

Graded schools, Class intervals in (W. T. HARRIS) **1900**:332–40

—— Nature-study for the (K. E. DOLBEAR) **1900**:600–8

—— Several problems in management of (E. E. WHITE) **74**:254–63; Discussion: John Hancock and others, 263

Graded system of the rural schools of New Jersey (A. B. POLAND) **94**:358–64; Discussion: W. T. Harris, H. Raub, 364–67

Grading, Improvements in system of (D. FALL) **04**:316–19

—— in country schools, Report of Committee on State School Systems (G. A. WALTON) **92**:793–98; Discussion, 799–801

—— in the interest of pupils, **01**:285

—— and classification (E. F. YOUNG) 93: 83–86
Grading and promotion (E. R. SHAW) 98: 422–23
—— —— The Denver plan of (J. H. VAN SICKLE) 98:434–41
—— —— The Elizabeth, N. J., plan of (W. J. SHEARER) 98:441–48
—— —— Some New England plans of (J. T. PRINCE) 98:423–32; Discussion: W. S. Sutton, 432
Grading the country school (H. SABIN) 94:349–57
Graduating system for country schools (A. L. WADE) 79:164–82
Graeser, C. A., Discussion on English in the grades, 1900:423
Grammar, Abuse of, 70:172; 72:153; 74: 53, 281; 75:163; 77:177; 81:24; 84: 218; 87:433; +87:75; 95:270
—— Age for studying, 95:340
—— Claims of English, in common schools (J. H. BLODGETT) 70:161–66
—— Function of, in teaching modern language (F. D. ALDRICH) 04:525–28
—— study of (W. H. WELLS) 64:145–54; (J. H. BLODGETT) 70:161–66; Discussion, 167–76; (M. A. NEWELL) 72:136–39; 87:693; 88:408; +89:138; 95: 293–94; 96:292, 359, 798
—— What it is, 93:261–62
Grammar grades, Aims of drawing in (J. HALL) 05:605–10
—— Manual training in (J. E. BRADLEY) 90:834–42
Grammar method of teaching, 99: 714–15
Grammar school, The elimination of the (O. ASHMORE) 1900:424–26; Discussion: J. R. Kirk, 426
—— Improving efficiency of—Eliminations and modifications in course of study (M. BRUMBAUGH) 06:108–12
Grammar-school principals, How can the supervising influence of, be improved? (L. H. JONES) 06:112–14; Discussion: C. M. Jordan, C. N. Kendall, 114–17
Grammar-school training, Some aspects of (LEB. R. BRIGGS) 01:320–30; Discussion: W. T. Harris, 330
Grammar schools: The Cambridge experiment (F. COGSWELL) 94:333–37; (A. B. HART) 94:338–40
—— —— Changes in grammar and high schools (O. T. BRIGHT) 95:259–78
—— —— Commercial branches in (H. M. ROWE) 1900:562–66
—— —— Manual training in (T. O. CRAWFORD) 88:570–82; (H. A. WISE) 89:104–10
—— —— Pupil's age, +88:109; kept too long at, 96:616–17
—— —— Reconstruction of curriculum (C. B. GILBERT, 94:323–33
—— —— Shortening and enriching the grammar-school course (C. W. ELIOT) 92:617–25
GRANT, G. M.—Address of welcome, 91: 58–61; Influence of the public school, 91:244–54; Some of our mistakes, 01: 118–24
Grant, U. S., Remarks to Department of Superintendence, +75:30; Resolution and letter sent to, 85:22
Graves, L., Discussion on English, 04:510
Gray, E. W., Discussion on English grammar in common schools, 70:174
GRAY, THOMAS J.—Criticism in normal schools, 90:750–52; Report of Chicago Committee on Methods and Courses in Normal Schools, 89:570–87; Teaching in normal schools, 87:472–80; Discussions on: Methods and courses in normal schools, 89:588; Normal schools in the South, 89:608
Greece, ancient, Culture in, 75:34; 89: 652; 93:125; 96:105, 298
—— Philosophy of, and modern education (L. D. BROWN) 88:365–68
Greek, College entrance requirements in, pitched too high; Discussion: W. H. Smiley and others, 97:660–61
—— Not less than three years of, for classical course; Resolution of American Philological Association, 95:632–35
—— Preparatory: Attic Greek or Homer? Discussion: G. M. Smith, C. W. Super, 97:670
—— Should Greek be required for A.B. degree? (W. G. HALE) 93:118–25; Telegrams and letters, 125–35; Discussion: T. C. Chamberlin, D. S. Jordan, and others, 135–42
—— Twofold translation as a test of power and proficiency (WILSON FARRAND) 97: 661–64; Discussion, 664
Greek and Latin pronunciation (H. M. TYLER) 71:192–203; Discussion: D. M. Read, 204; Committee on, 71:206; Report of (H. M. TYLER) 72:230–32; Discussion, 232
Greek and Roman literatures, Aid to learning, 73:147–48
Greek composition in preparatory schools (W. E. WATERS) 97:664–70
Greek Conference, Report of, Com. Ten, 94:76–85
Greek Conference, I. N. Judson, leader, 01:589–90
Greek courses in secondary schools, 99: 685–89

Greek language, The, and methods of teaching the ancient classics (M. ANAGOSTOPOULOS) +70:13–17; Discussion, 17–18

—— studies, The future of (J. I. MANATT) 02:511–21

GREEN, JAMES M.—Academic function of the normal school, 94:853–57; Address of welcome, 05:57; Are there studies as constants that should be pursued in every course in secondary schools, and freshman and sophomore years of college? 98:702–7; Data of method, 97:67–73; How to increase normal-school scholarship, 03:582–86; Normal method of introducing physical training, 97:895–97; Powers of school officers, +87:94–97; President's address, The duty of the N. E. A. in shaping public educational opinion, 01:61–66; Discussions on: Admission to normal schools, 98:747; Education in the colonies, 1900:312; The kindergarten and public school, 94:490; Improvement of teachers, 95:187–88; The normal school and literature, 94:842; Powers of superintendent, +87:93; Psychology and child-study in normal schools, 02:245; Report of Committee on Industrial Education for Rural Communities, **Com. Indust.**, 05:97; Saving time in education, 03:328; Studies as constants, 98:709; Teachers' institutes, 95:187–88; Library instruction in normal school, 03:981

Green, R. T., Jr., Discussion on Commercial geography, 03:738

GREEN, S. M.—What teachers may learn from the Model School for the Deaf and Blind, and their exhibits at St. Louis, 04:937–39

GREENE, C. H.—Learning to read musical notation, 93:510–12

GREENE, E. B.—College-entrance requirements and high schools of the Central West, 97:677–79

GREENE, JOSEPHINE A.—Art education in high and normal schools, 99:953–59

GREENE, MARY C.—Should the scope of the public school be broadened to take in all children capable of education? 03:998–1003

GREENE, SAMUEL STILLMAN.—Educational duties of the hour, 65:229–43; Report on object-teaching, 65:245–70

Greene, Samuel Stillman, *In memoriam*, 83:xi; Memoir and portrait of, 64:212*

GREENE, SAMUEL SWETT.—Connection between libraries and schools, 98:1009–11; Discussion on libraries and schools, 98:1015

GREENLEE, L. C.—Denver method of appointing and advancing teachers, 05:245–46; Discussion on Biological science and education, 98:173

Greeting from the American Library Association (A. H. ANDERSON) 02:807–10; Discussion: O. H. Bakeless, R. P. Halleck, A. H. Hopkins, 811

GREENOUGH, J. C.—Common-school studies in normal schools, 77:155–59; Proper work of normal schools, 72:165–71; Training-schools, with normal schools, 74:229–33; Discussions on: Non-progressive teachers, 94:387–88; Normal schools and natural science, 73:179

Greenough, James J., Discussion on Kindergarten in social work, 03:385–88

GREENWOOD, ALLEN.—Eye defects of feeble-minded and backward children, 03:1023–28

GREENWOOD, JAMES MICKLEBOROUGH.—Apportionment of money for maintenance of city school systems, **Com. Tax.**, 05:10–31; Correlation of studies, 95:333–36; Educational statistics, 89:431–36; Efficient school supervision, 88:519–23; Errors in teaching, 86:160–68; General education *versus* special education, 88:182–92; High-school statistical information, Kansas City [Mo.] 01:490–99; Horace Mann, 96:69–71; *In memoriam*, Joseph Baldwin, 99:234–35; George L. Osborne, 243–45; Emerson E. White, 03:373; Kansas City method of appointing and advancing teachers, 05:248; Non-progressive teachers, 94:383–87; The past and future work of the Department of Superintendence, 01:227–32; The professional culture of teachers, 05:325–28; President's address, 98:56–63; Qualifications of principals, +89:209–16; Remarks of, accepting the presidency, 97:30–31; Report on high-school statistics, 1900:340–51; Report on the exhibits of the California schools, 88:715–18; Response to welcome, 89:69; 91:70–71; 92:51–52; Seven-year course of study for ward-school pupils, 03:247–60; Shall American history be taught in cross-sections or in parallels? 77:157–59; What children know, 84:195–98; What the school may properly demand of the library, 02:811–17; Discussions on: Academic and professional training, 89:402; Child-study, 99:439; City superintendents, +89:192; Curriculum in secondary schools, 94:514–15; Ethics of school management, 88:542–43; Examinations, 02:181; How to test quality of a teacher's work, 95:227; Improvement of teachers in schools, 94:453–54; Kindergarten and public school, 94:492; Libraries and schools, 99:529; Manual training, 1900:351; Negro education in the South, 90:520–22; Normal school,

02:215; 99:406; Report of Committee on, 423; Qualification and supply of teachers, 91:439; Questioning, 87:101–6; Relation of normal school to other institutions, 92:785–86; Religious education, 03:362; School and library, 02:818; Secondary school, 99:422; Settlement work, 99:393; The South and its problems, 94:588–89; Taxation and salaries, 02:329–30; Teachers' meetings, +89: 192; Union of oral and book teaching, 87:372; The university and the teacher, 94:567; A university trust, 99:428

GREGORY, BENJAMIN C.—Social co-operation, 98:655–63; Discussions on: Contagious diseases, 98:388–90; Relation of kindergarten to primary school, 94:704

Gregory, C., Discussion on Twelve-year course of study, 05:433–34

GREGORY, JOHN M.—College degrees, Conference of college presidents, +79: 180–82; Common-school studies, +82: 80–96; President's address, Industrial education, 68:27–29, 34–35; Reply to welcome, 68:13; Technical instruction in land-grant colleges, 80:229–34; Discussions on: Moral instruction, 72:24; School funds, 68:40–41; Spelling reform, 80:261; State normal schools, 68:49

Gregory, John T., *In memoriam* (C. C. THACH) 99:239

GRENFELL, Mrs. HELEN L.—*Quo vadimus?* 99:99–196

Griffin, Gerald, quoted, 94:34

Griffith, George, Discussions on: Manual training, 98:648–49; 01:270; Public libraries and schools, 99:275–76; School buildings, 03:239–40; Work of the Superintendent in small cities, 01:283–85

Griffiths, Fannie B.—Relation of writing to reading, 05:397–98

GRIGGS, HERBERT.—Accent and time language, 88:649–51; Address as president, 90:813–15; 91:811–12; Content and extent of music in public schools, 99:977–80; Discussions on: Grade teachers and music, 05:656; Music in schools, 99:981; Methods, 988

GRISHAM, G. N.—Proper education of an American citizen, 98:272–76; Discussion on Negro teachers, 1900:490

Griswold, W. L., Discussion on Twelve-year course of study, 05:435

GROSZMANN, M. P. E.—Report on child-study, 94:1002–3; To what extent may atypical children be successfully taught, 04:754–59; Discussion on Waywardness in children, 04:802

Group activity of children, Racial traits in the (C. C. VAN LIEW) 99:1057–63

Group morality of children, The (G. E. VINCENT) 05:214

Group system at Johns Hopkins, 86:364–66

—— —— of college studies (A. COHN) 94: 807–8

Grove, W. D., Discussion on Biology, 02: 469

Growth of confidence between high schools and colleges (R. B. FULTON) 99:147–54

GRUBE, H. W.—Industrial education, 77:235

Grumbling, C. M., Discussion on Pedagogical training in colleges, 90:677

GUILD, CURTIS.—Address of welcome, Indian Department [an abstract] 03:1041–42

GULLIVER, F. P.—Out-of-door class work in geography [an abstract] 03:856–58

GULLIVER, I. P.—Schools preparatory to college (Central College Assoc.) Sup.70: 19–24; Discussion on Classical study, 71:165, 181

GUNBY, A. A.—Race problem, 90:254–66

GUNDERSON, OSCAR.—Rural schools of Norway, 97:575–77

GUNNISON, WALTER B.—Should entire energy of high-school principal be given to administration, 05:452–53; Discussion on Classics, 03:472–73

GUNTON, GEORGE.—Economics in public schools, 01:131–37; Discussion on Art, 01:555

GUPTILL, FANNIE S.—Practice work in model and training-schools, 93:391–98

GURNEY, MARY, and R. KINGSLEY.—High school for girls in England, 93:225–34

Guthrie, Miss, Discussion on History in secondary schools, 01:601

GUTTENBERG, GUSTAV.—Science training in primary and grammar grade, 90:595–601; Discussion on Natural science for the common school, 91:598–99

GUTZMAN, ALBERT.—Physical education of the deaf and dumb, 93:674–78

Gwynn, Henry Bash, *In memoriam*, 1900: 722–23

Gymnasium, 77:78

Gymnastics, Efficiency of a normal school of (Baroness R. POSSE) 03:829–36

—— German system of, The (CARL KROH) 97:883–89; Discussion: E. H. Arnold, 889–90

—— How to improve public school (T. D. WOOD) 03:828–29

—— in Denmark (J. LARSEN) 93:664–69

—— in Saxony (M. ZETTLER) 93:670–73

—— Psychological aspect of exercises with and without apparatus (G. W. FITZ) 93:626–31

Gymnastics, Royal Central Institute of Gymnas tics in Stockholm (L. M. TÖRNGREN) 93:662–64

Gymnastics, *see also* Physical education

H

Habits, Formation of right, 85:84

—— of thought and study, What normal schools do to form right (C. A. MOREY) 76:192–96

Hackett, H. B., Extract from letter on Greek pronunciation, 64:172

HADLEY, ARTHUR T.—The use and control of examinations, 01:240–50

Hadow, W. H., Discussion on Baccalaureate course, 03:515

HAEBERLE, F. L.—Essentials of modern business penmanship, 1900:576–81

Hafford, F. S., Discussion on English composition for secondary schools, 98:102

HAGAR, DANIEL B.—Call for a convention to organize a national association, 84 pt. II:38–39; 06:516–17; Extracts from presidential address, 522–24; from closing address, 525; Remarks on: Call for convention of teachers in 1857, 84 pt. II: 26–27; Closing of session, 86:238–39; Closing remarks, 70:214; on Massachusetts, 75:98; Resolution on Education for dependent children, +80:72; Discussions on: Country school problem, 76:39; Discipline, 70:150; Normal training-schools, 72:38; School funds, 68:42; School hygiene, 68:26; School supervision, 68:44; State aid to education, 87:174–75

Hagar, Daniel B., Memorial address on (W. E. SHELDON) 96:226–29

HAGER, ALBERT RALPH.—The Philippine teacher and the Philippine educational exhibit, 04:396–98

Haile, J. D., Discussion on Civil service and public schools, +87:79

HAILMANN, Mrs. EUDORA L.—Educating girls for motherhood, 89:455–65; President's address, Kindergarten Department, 88:328–30; Professional training of teachers, 92:272–78; Some essentials of the kindergarten, 85:364–68; Symbolism in the kindergarten, 93:356–60; Discussions on: Theories of Froebel and Herbart, 95:545,-46

HAILMANN, WILLIAM N.—Adaptation of Froebel's methods to American institutions, 72:141–47; to the primary school, 86:504–11; Algebra or geometry first in secondary schools? 93:221–23; Education of Indians, 95:80–86; Elementary culture, 87:80–86; Extract from letter, 88:136; Harmonious development, 89: 404–16; Hygiene in education, 87:299–304; Discussion, 305–306; Manual training in the elementary school, 90: 842–50; Methods and courses of work in elementary schools, 97:199–208; Organic relations of studies in human development, 96:325–38; Pestalozzi to Frœbel, 80:128–37; The place and development of purpose in education, 99: 583–94; President's address, Elementary Department, 98:621–24; Kindergarten Department, 85:349–50; 87:332–34; Schoolishness in the kindergarten, 90: 565–73; Discussions on: Education of the will, 91:345; Essentials in elementary education, 90:354–55; Inspection and supervision, 01:277; Kindergarten education, 99:546–67; Methods and courses of work, 97:216; Standard course of study, 01:319; Theories of Froebel and Herbart, 95:546–48; Union of oral and book teaching, 87:372–73; Will-training, 90:126

Haines, Henrietta B., *In memoriam*, 79:97

HALDEMAN, S. S.—Etymologic objecshun to speling reform, 79:267–71

Haldeman, S. S., *In memoriam*, 81:276–77

HALE, EDWARD EVERETT.—Address of welcome, Indian Department [an abstract] 03:1040; quoted, 87:215; 91:601; 93: 375

HALE, WILLIAM GARDNER.—Should Greek be required for B.A. degree? 93:118–25; 130–32, 142

HALEY, MARGARET A.—Why teachers should organize, 04:145–52; Discussion on Examinations, 02:180

Hall, Caleb G., *In memoriam*, 01:927

HALL, EDWIN H.—Physics as a requirement for admission to college, 97:937–42; Discussion on Physics teaching, 03:889–90

HALL, FRANK H.—Imagination in arithmetic, 97:621–28; Influence of the study of the unusual child upon the teaching of the usual, 03:987–91; Mathematics, qualitative and quantitative (Discussion) 98:193–94; Pedagogical lessons from the study of the blind, 98:1034–39

HALL, GRANVILLE STANLEY.—American Educational Exhibit of 1892, 90:431; Chairs of pedagogy, +82:35–44; Child-study, 94:173–79; as a basis for psychology, 93:717–18; in the university and college, 05:710–14; Child-study work at Clark University, 96:860–64; Coeducation, 04:538–42; in the high school, 03: 446–51; Health as affected by schoolhouses, 92:682–89; The high school as the people's college, 02:260–68; How far may child psychology take the place of adult or rational psychology in the training of teachers? 04:568–71; The ideal school as based on child-study, 01: 474–88; The natural activities of chil-

dren as determining the industries in early training, 04:443–47; Pedagogical inquiry of child-study, 85:506–11; Psychic arrest in adolescence, 03:811–13; Rhythm in education, 94:84–85; Study of children, 91:830–32; Unsolved problems of child-study, 04:782–87; What children do read and what they ought to read, 05:868–71; The white man's burden *versus* indigenous development for the lower races, 03:1053–56; Discussions on: Baccalaureate course, 03:515; Biological analogies, 02:221; Coeducation, 03:460; High school as the people's college, 02:271; Individual instruction, 01:301; The National Educational Association, 91:452; Nature-study in elementary education, 96:156–58; Physical education, 91:354–56; The pupil as a social factor, 96:193–96; Qualification and supply of teachers, 91:440–41; Report of Committee of Ten, 94:663; **Com. Indust.,** 05:94; School of the future, 91:98–100; School statistics, 91:370–71; Universities and schools, 91:504–5; Work and play 01:518

HALL, JAMES.—Aims of drawing in grammar grades, 05:605–10; Discussion on Applied design, 05:624–25

HALL, J. N.—Standard of admission to professional schools, 95:661–65

HALL, JOHN W.—Prof. Rein's Practice School at Jena, 96:644–49; 99:882–84; Discussion on Training-schools, 99:896–99

HALL, MARY F.—Value of the hand in the acquisition of knowledge and expression of thought, 98:642–48

Hall, W. F., Discussions on: Federal educational union, 95:601–2; Physical geography, 95:621–22

Hall, W. S., Discussion on Temperance instruction, 1900:258

HALLECK, REUBEN POST.—How far does the modern high school fit the nature and needs of adolescents? 02:730–37; Laws of cerebral development and modification on child-study, 97:833–41; The social side of high-school life, 02:459–61; Some contributions of child-study to the science of education, 98:354–62; The teacher as a social-economic power, 01:143–48; Tendencies as to the enlargement of the secondary field, 03:432–38; Value of English literature in ethical training, 1900:160–68; What kind of education is best suited to boys? 06:58–65; Why do so many first-year pupils leave the high school? 05:436–43; Discussions on: High-school libraries, 05:864; Libraries and teachers, 02:811

Halloway, J. L., Secondary schools at World's Fair, 92:353–54

HALSEY, LE ROY.—Literature in schools, 88:70–77

HALSEY, R. H.—Conditions of admission to normal schools, 03:569–75; University extension for teachers in service, 04:294–98; Discussions on: Citizens and teachers, 97:257; Standard course of study, 01:319

HALSTED, B. D.—The leaf a light-related organ, 98:970–73

HAM, CHARLES H.—Educational value of manual training, 85:259–61; 87:230; Manual training in public schools, +88:19–21; Discussion on Manual training, 88:41–43

Hamerschlag, A. A., Discussion on Organization of trade schools, 03:619–20

HAMILTON, Miss ANNA J.—What kind of education is best suited for girls? 06:65–71

HAMILTON, SAMUEL.—The school director as a factor in education, 99:336–44

Hammond, Charles, Discussion on Upper schools, 73:42; 74:18, 19, 21, 97

HAMMOND, JASON E.—School architecture, 97:306–9

HAMPSON, THOMAS.—The apprenticeship question and industrial schools, 85:151–59

HANCOCK, JOHN.—Forecast of work of the Association, 06:526–28; Memorial on Dr. Eli T. Tappan, 89:363–65; President's address, 79:8–17; Remarks at closing of session, 86:235; Report on Coeducation of the sexes, 90:338–43; on Exhibit of U. S. Bureau of Education at New Orleans, 85:517–21; Response to welcome, 79:7–8; 90:94–95; School supervision in the U. S. and other countries compared, 87:512–20; Discussions on: Academic and professional training, 89:400, 401; American education, +77:160; American Educational Exhibit of 1892, 90:430; Best school organization for a state, +77:105–6, 112; City-school systems, 90:362; City superintendents, +89:193; Compulsory education, 71:220–21; 91:401–2; Education in the South, 77:65; Essentials in elementary education, 90:354–55; First steps in reading, 71:93; Drawing, 98; Graded-school system, 74:263; National university, 74:76–78; Scholarships, 80:161; School organization of a state, +79:105–6; School statistics, 90:389–90; School supervision, 88:527; State supervision, 90:439–40; The teacher and the reforms of the day, 75:186; Technical instruction, 77:221; Training of teachers, +89:76–79

Hancock, John, *In memoriam* (E. E. White) **91**:44–48; *Same*, 287–91; (R. Allyn, G. P. Brown, W. T. Harris, B. A. Hinsdale, G. H. Peabody, A. J. Rickoff) 291–93; (W. E. Sheldon) **92**:602–05

Hancock, John A.—Mental differences of school children, **97**:851–57; Motor ability of children, **94**:1003–9; Bibliography, 1009

Hand, Value of the, in the acquisition of knowledge (Miss M. F. Hall) **98**:642–48; Discussion: G. Griffith, 648

Handicraft, Artistic, in primary and intermediate grades (H. M. Maxwell) **01**: 654–56; Discussion: C. H. Keyes, F. W. Parker, C. R. Richards, J. L. Snyder, L. S. Thompson, 656

—— The boy and his, at home (G. H. Bryant) **03**:651–52

—— Education for artistic, in Sweden (Carl Lidman) **04**:667–70

Handwork for high-school girls (A. L. Marlatt) **03**:655–57; Discussion: L. C. Smith; Forms and limitations of (K. E. Dopp) **05**:580–86; Discussion: A. C. Hedges, Mrs. A. L. Jessup, W. Noyes, 586–90

—— How early may it be made a part of school work? (C. R. Richards) **01**:100–07

—— in primary schools (Miss W. Seegmiller) **05**:387–89; Discussion: Mrs. I. H. Clark, Ada Van S. Harris, Mary C. May, 389–91

—— in the school (J. M. Ordway) **84** pt. II:319–33

—— Possibilities of art in connection with (Mary B. Hyde) **04**:603–5

—— The study of children by means of (Elizabeth Harrison) **04**:792–94

Handwriting of the future (D. T. Ames) **94**:976–80

—— *See also* Writing

Haney, James Parton.—Manual training in the elementary school, **05**:253–59; Manual training *versus* manual arts, **03**: 658–64; Teaching of applied design, **05**: 615–23; Discussion on Value of manual training, **05**:569

Hanna, John Calvin.—English the care of a secondary course, **98**:665–71; List of 100 books for high schools, **99**:486–88

Hannan, James, *In memoriam*, **1900**:723

Hannum, Louise Morris.—The culture-epoch theory in education, **99**:576–82

Hanus, Paul H.—Obstacles to educational progress, **02**:157–71

Harden, Henry C.—Learning to draw, **71**:95–97

Hardiston, A. R., Remarks on The marking system, **96**:602

Hardy, A., Discussion on The Cambridge experiment, **94**:341–42

Hardy, George E.—Literature for children, **92**:154–61

Hardy, Richard.—The use of the school library, **98**:1007–09; Discussion on Democracy and education, **98**:263–65

Hark, John Max.—Comenius, **92**:703–11

Harlan, D. W., Discussion on Qualification and supply of teachers, **91**:435–36

Harmony, **89**:651; between control and spontaneity (J. L. Hughes) **92**:182–98; in education (H. E. Hunt) **93**:720–24

Harold, Rev. Dr., Discussion on Centennial Exposition, +**75**:66, 70

Harper, J. M., Discussions on: Methods of training teachers, **93**:407; Normal-school work, **93**:432–33; The pupil as a social factor, **96**:190–93

Harper, William Rainey.—Closing remarks, **93**:168; Educational progress of the year 1901–2, **02**:349–73; Entrance requirements at Chicago, **96**:631–35; Ideals of educational work, **95**:987–98; Length of the baccalaureate course and preparation for the professional schools, **03**:504–9; Quoted, **94**:786; Report of the Committee on a National University, **01**:457–67; The small college, its prospects, **1900**:67–87

Harper, William Rainey, *In memoriam* (H. P. Judson) **06**:293–96

Harriman, Mrs. Susan S.—Work of the Pestalozzi-Froebel *Haus*, **95**:525–30

Harrington, Henry F.—Extent, methods and value of supervision in a system of schools, **72**:245–57; Language teaching, **75**:153–71; Newspaper report of discussion, 171; What should be the leading object of American free schools? **73**: 219–29; Discussion on Common-school studies, **79**:50–55

Harris, Ada Van S.—Influence of the supervisor, **06**:117–21; Discussions on: Child's favorite study, **03**:427–28; Froebel and child's language, **02**:423; Handwork, **05**:389–90; Kindergarten methods, **05**:365

Harris, Edward L.—Physical geography, **95**:615–20; Remarks on High schools, **96**:599

Harris, George.—Shall the university concern itself with the morals and manners of its students, and maintain a medical adviser? **03**:517–21

Harris, William Torrey.—Address of welcome, **93**:26–30; **98**:49–51; The aes-

thetic element in education, 97:330–38; American education, 70:177–91; Art and science of education, 84:190–94; Art education, 89:647–55; Brussels conference, 81:165–74; Civilization and higher education, 01:896–99; Class intervals in graded schools, 1900:332–40; Classification and instruction in rural schools, 97:121–26; Conditions which cause variation in school expenditures, 05:195–213; Course of study from primary school to university, 76:58–68; Curriculum for secondary schools, 94:496–508; The danger of using biological analogies in reasoning on educational subjects, 02:215–21; The difference between efficient and final causes in controlling human freedom, 02:342–49; Early withdrawal of pupils, 72:260–70; Education at public cost, 71:30–37; Education in the South, 95:1021–30; Education in 10th census, +80:61–67; Educational lessons of census, +83:24–38; An educational policy for our new possessions, 99:69–79; Educational value of the tragic as compared with the comic in literature and art, 98:396–403; Effect of exercise on the vital organs, 98:930–33; Elective system, 88:276–77, 279; Equivalents in a liberal course, 80:167–75; Exhibit of the U. S. Bureau of Education at the Universal Exposition, 1904 [an abstract] 04:183; Five co-ordinate groups of studies in the schools, 96:287–96; Future of teachers' salaries, 05:67–78; Future of the normal school, 99:395–405; The general government and education, 90:481–89; Henry Barnard's relation to the establishment of the Commissioner of Education with historical reviews, 01:408–38; Herbert Spencer and his influence on education, 04:214–23; Horace Mann, 96:52–63; How the school strengthens the individuality of the pupils, 02:118–25; How the superintendent may correct defective classwork and make work of the recitation teach the pupil how to prepare his lesson properly, 06:341–51; How to make good teachers out of poor ones, 99:310–14; How will combines with intellect in the higher orders of knowing, 96:440–46; Influence of higher education on common schools, 94:128–34; Intellectual value of tool work, 89:92–98; (Report of committee) 89:417–23; Isolation of the school: how it hinders and how it helps, 01:357–63; Kindergarten and the school, 79:142–58; 89:448–53; Method of pedagogical inquiry [special report] 85:492–503; Moral education, +88:81–90; National Educational Association, its organization and functions, 91:443–45; Newspapers in Indian schools, 02:875–77; Ought young girls to read newspapers? 88:86–89; Our educational exhibit at the International Exposition in Paris 1900, 98:122–31; Oxford University and the Rhodes scholarships, 03:263–77; Pedagogics as a science, 84 pt. III:49–55; Philosophy in colleges, 88:439–44; "Physiological notes" of Mrs. Jacobi, 90:113–18; Potency of caprice [abstract] 79:279; Promotion in schools, +88:115–18; Psychological inquiry, 85:91–101; Psychology of the imitative functions, 94:637–41; Psychology of manual training, +89:117–32; Qualifications of teachers, +82:98–105; Rational psychology for teachers, 98:570–74; Recent growth of public high schools in the U. S. as affecting the attendance of colleges, 01:174–80; Recess, +84:59–66; Remarks on attendance of pupils in higher grades, +83:40–42; Report of Committee on Educational Statistics, 91:361–69; Report of Subcommittee on Correlation of Studies, 95:287–333; Report on Educational exhibits at Madison, Wis., 84 pt. I:82–85; Report on Foreign educational exhibits, 85:544–46; Report on Mnemonic systems, 92:789–91; Report on the Henry Barnard Fund, 90:51; Response to address of welcome, 90:87–88; 91:72–73; 92:54; 94:59; 96:49; 02:830; 03:44–45; 04:55–59; School statistics and morals, 94:342–49; Separation of the church from the school supported by public taxes, 03:351–60; Status of education in U. S., 91:136–43; Supplemental report on pedagogical and psychological observation, 90:113–18; Textbooks, 80:102–8; Twenty years' progress in education, 92:56–61; University and school extension, 90:242–53; Value of a standard of attainment, 96:812–13; What kind of language study aids the mastery of natural science? 06:73–79; World's Educational Congress, 92:591–96; Why art and literature ought to be studied in our schools, 97:261–68; Discussions on: Academies, 74:19; 85:457; Aesthetics in education, 97:345–46; American system of supervision, 73:45; Biological analogies, 02:221–22; City-school systems, 89:437–38; 90:361–62; City superintendents, +89:191; Class intervals, 1900:340; Coeducation, 90:344; Correlation of, studies, 95:345, 349–50; Curriculum for secondary schools, 94:513–14; Domestic science, 01:588; Education and the tenth census, +79:58–59; Education at the close of the century, 1900:199–203; in the colonies, 1900:310–11; in the South, +79:57, with revision of remarks (56, 57); of the will, 91:344–45; Educational literature, 90:332–33; Essentials in elementary education, 90:353, 356–57; Function of the American public school, 87:267–69; German methods, 94:482–83; Good primary teacher, 71:114; Grading of country

schools, 92:799; Grammar, 70:171; Higher education, 89:391; 94:624; High school as the people's college, 02: 270–71; Individualism in mass education, 95:407; Libraries and schools, 03:961; Methods and courses of work, 97:216; National Council of Education, +80:16; Natural science in Report of Committee of Ten, 94:667; Normal school, 99:406; Curriculum 88:494–96; 89:397; The normal and the secondary school, 92: 785; 94:565; Physical education, 91: 357–58; Psychological and pedagogical values, 87:87–91; Psychology of imitative functions, 94:644–45; Requirements for admission to college, 91:319–20, 321–22; Resolutions on Statistics of attendance, 71:226; Rural schools in New Jersey, 94:364–67; School superintendence in cities, 90:318; Secondary school, 99:421–22; Settlement work, 99: 393–94; Simplified spelling, 01:221–24; 06:158; Some aspects of grammar-school training, 01:330–32: The teacher as a social factor, 96:196–98; Technical and liberal education, 94: 617–18; Textbooks, 71:83; The university and the teacher, 94:565–67; Value of manual training, 89:424, 427, 430; Waste in education, 88:309

Harrison, Miss, Discussion on Free traveling library, 1900:655

HARRISON, BENJAMIN.—Address of welcome, 92:41–43

HARRISON, CASKIE.—American revision of foreign textbooks, 77:106–21

HARRISON, CORINNE.—What makes—what mars the teacher, 94:136–42; Discussions on: Improvement of teachers, 94:459–60; Kindergarten and public schools, 94: 494

HARRISON, ELIZABETH.—*In memoriam* Emily Marwedel, 94:238–41; Scope and results of mothers' classes, 03:400–5; The study of children by means of their hand-work, 04:792–94; Value of the ideals set forth in the "Mother-play" book, 98:592–98; Discussions on: Froebel and the child's language, 02:421–22; The kindergarten, 92:640–44; Kindergarten discipline, 04:431; Teaching agriculture, 02:440–41

Harrison, H. S., Discussion on School boards, 97:983

Hart, Albert B., Discussions on: The Cambridge experiment: Grammar-school course, 94:338–40; Organization of city school systems, 95:391–95

HART, CAROLINE M. C.—Power of the kindergarten training-school in the education of young women, 03:395–400

HART, JOSEPH C.—Home societies for Indian young men and women, 02:865; Discussions on Mechanical training for Indians, 01:910–11; Transfer of pupils from day to reservation schools, and from reservation to non-reservation schools, 01:917

Hart, James M., Letter on study of Greek, 93:128–29

HART, Mrs. LUCY P.—Industrial work taught in classroom, 02:868

Hart, Maynard M., Discussions on: Classics, 03:473–75; College requirements in classics, 05:473–74

Hartpence, John A., Discussion on Legislation in school architecture, 05:849–51

Hartranft, W. G., Discussion on State and county superintendents, 02:230

Hartshorn, O. N., Discussion on Claims of grammar, 70:169–71; Mental science, 70:83–84

HARTUNG, HENRY.—Requirements for physical education in our public schools, 02: 745–54

HARTWELL, CHARLES S.—Teaching of argumentative discourse in high schools, 03: 466–70; Discussions on: Ancient classics, 02:466–67; English, 484; Twelve-year course of study, 05:436

HARTWELL, EDWARD MUSSEY.—Application of the laws of physical training to cure of stuttering, 93:739–49; Physical education, 93:618–20; quoted, 96:461; Report on School hygiene, 95:931–33; School hygiene, what it is and why we need it, 98:498–505

Harvard College, Elective studies at (E. CHANNING) 95:658–60

HARVEY, ANNA E.—Value of animal pets in the kindergarten, 04:432–37

Harvey, H. C., Discussion on Algebra and geometry, 05:469–70

HARVEY, LORENZO D.—Do we need a university trust? 99:424–27; Instruction in the elements of agriculture in rural communities [abstract] 02:222–23; The natural activities of children as determining the industries in early training, 04: 447–52; Report of Committee on Industrial Education in Schools for Rural Communities, **Com. Indust.,** 05:5–10; Some fundamentals in teaching, 99: 93–99; Two opportunities for improvement in the administration of graded-school systems, 1900:203–10; Discussions on: Industrial training in rural schools, 03:193–98; Libraries and schools, 99:528; School reading thru libraries, 1143; Manual training, 1900: 351; Nature in elementary education, 96:152–53; Physics for college admission, 97:942; Reading lists, 98:1026, 1027; Report of Normal-School Committee, 97:721; Report on Industrial Education for Rural Communities, **Com. Indust.,** 05:92–93, 97

HARVEY, N. A.—The pedagogical content of zoölogy, **99**:1106–12; Plea for the study of educational philosophy, **01**:772–77; Discussions on: Biological science and education, **98**:172, 175; Training of teachers, **02**:253

HARVEY, THOMAS W.—Professional instruction in normal schools, **72**:196–201; Report of Committee on Statistical Forms, +**74**:1–11

Harvey, T. W., *In memoriam*, **92**:562; (L. W. DAY) 600–2

Has the heart of this people changed toward its schools? (C. G. PEARSE) **97**:143–47

Haskins, C. H., Discussion on History, **03**:484–85

HASLOP, IDA B.—Professional spirit in secondary teachers, **94**:758–63; Discussion on School sessions, **96**:603

Hastings, Ella, Report on Child-study, **94**:1001

Hastings, M., Discussion on Geography, **04**:590–91

HASTINGS, WILLIAM W.—Anthropometric studies in Nebraska, **99**:1076–84; Health and growth of school children, **03**:769–75; Discussion on Physical fitness and unfitness of school children, **05**:766–68

HATCH, WILLIAM EDWIN.—Memorial address on Frank Alpine Hill, **04**:365–68

Hatch, W. H., Discussions on: Art and manual training, **02**:576–78; Citizenship, **02**:198–201; Geography, **03**:153–55; Use and danger of methods, **02**:446

HATTORI, ICHIZO, Address on educationin Japan, +**85**:108–10

HAUPERT, CHARLES.—Music teachers in their relation to the schools, **01**:706–9

HAVEN, CAROLINE T.—Allies of kindergarten, **96**:504–10; Relation of kindergarten to manual training, **92**:443–48

Hawaii, Educational problem in (H. S. TOWNSEND) **99**:79–85

HAWKINS, DEXTER A.—National aid to state common-school education, +**82**:48–55

HAWLEY, JOSEPH R.—Remarks on The Centennial Exposition, +**74**:54–57

HAWN, LINN MARIE.—Children's voices, **95**:790–93

HAWORTH, J. M.—Indian education, +**84**:24–34

HAY, W. P.—The teaching of biology in the high school, **98**:960–64

HAYDEN, PHILIP C.—Music in public education, **92**:530–37; Remarks on Music in schools, **92**:511; Report of Committee on Study of Music in the Eight Grades, **05**:667–68; Ultimate object of music-study in the schools, **99**:972–77; Discussions on: Music in schools, **99**:981; Methods, 989

HAYGOOD, ATTICUS G.—If universal suffrage, then universal education, +**83**:43–54; quoted, **86**:375

HAYS, GEORGE P.—Report of Committee on Intermediate Schools, **74**:10–18; Discussions on: College dormitories, **79**:107; Intermediate schools, **74**:20, 98; National university, **73**:128

HAYS, W. H.—Articulated industrial courses in the consolidated rural school, the agricultural high school, and the agricultural college, **Com. Indust.**, **05**:83–88; Discussion on Report, 94–96

Hayward, E. E., Discussion on Object-teaching, **70**:85–86

Hazing, **90**:681–83

Head, The, and the hand (OSCAR CLUTE) **97**:737–42

Head-Masters' Association of Boston, Recommendations of, on Latin conditions, **95**:580–81

Headley, Joel T., Letter on Arbor Day, +**84**:48

Health and growth of school children (W. W. HASTINGS) **03**:769–75; Discussion: G. W. Fitz, H. C. Putnam, 775–78

Health of school children as affected by school buildings (G. S. HALL) **92**:682–89; Discussion, 689–91

HEARD, Mrs. EUGENE B.—The free traveling library, **1900**:648–54

Hearing, Defects of, **97**:283–84

—— Method of recognizing defective, **05**:762–63

—— Pupils' defective (E. CUTTER) **94**:947–52

—— tests, Importance of, in public schools (C. J. BLAKE) **03**:1013–19; **96**:373–74

—— —— Some results of, with Chicago school children (D. P. MAC MILLAN) **01**:880–88

Heart culture in Indian education (C. F. MESERVE) **03**:1056–57

HEATH, W. F.—Music teaching, **88**:637–42

Heating and ventilation in school buildings, **04**:903–4

Hedges, A. C., Discussion on Handwork for girls in high school, **05**:586–88

Hedges, Cornelius, Letter on Schools in the territories, **75**:86

Hedrick, E. R., Discussion on Mathematics, **04**:521

HEERMANS, Mrs. JOSEPHINE.—The spirit of the classics, **99**:154–62; Discussion on Literature in the grades, **03**:206–11

HEFFERAN, MRS. HELEN M.—Organization of associations of parents of deaf children, 02:848–50

Heinze, Max, Sketch of (H. SCHWARTZ) 06:422

Helmholtz, H., *In memoriam*, 95:212

HELMICK, HOWARD.—Address of welcome Art Department, 98:789–91

HEMPL, GEORGE.—The new phonetic alphabet, 06:192–97

HENDERSON, E. N.—Co-operation of universities and normal schools in the training of secondary teachers, 05:546–51

HENDERSON, HOWARD A. M.—Opening remarks Elementary Department, 77:174–75; Political economy of higher and technical education, 76:98–110; Discussion on National aid to education, +77:148; Resolutions on Sale of public lands, 166

Hendricks, E. L., Discussion on Admission to normal schools, 03:575–76

HENKEL, ANNA VANDALAINE.—Art education for the American people, as shown at the Louisiana Purchase Exposition, 04:670–74

HENKLE, WILLIAM DOWNS.—Discussions on: Industrial education, 77:222; Object-lessons, 70:59–61; Letter from James A. Garfield to, 71:14

Henkle, William Downs, *In memoriam* (W. H. VENABLE) 82:xvi; J. Hancock, W. E. Sheldon, xvii; Resolutions on death of, +82:106

HENROTIN, MRS. ELLEN M.—Address of welcome, 93:22; Co-operation of woman's clubs in the public schools, 97:73–83; Discussion on Technological schools, 93:551

Henry, Joseph, Remarks on Industrial drawing in public schools, +75:104–5

Henry Barnard Publishing Co., Circulars of the, 92:564–66

Herbart, John Frederick, 95:345–46, 349, 421–23, 852; compared with Froebel (J. L. HUGHES) 95:538–45; Influence of, on course of study in common schools (C. A. MCMURRY) 95:475–77

Herbart Club Round Table, 95:959–60

Herbartian pedagogy, Value of, for normal schools (F. M. MCMURRY) 92:421–33

Heredity and environment: A study in adolescence (E. J. SWIFT) 98:910–16

Hering, D. W., Discussion on Baccalaureate course, 03:514–15

HERMANNS. E. F.—Physical training, 95:65–68

HERRICK, CHEESMAN A.—Curriculum for a secondary school of commerce, 1900:543–49; History in the curriculum of the commercial high school, 03:720–24; President's address, Business Department: Old wine in new bottles, 04:710–14; Discussion on Commercial geography, 03:737–38

Hertling, Georg (Freiherr) von, Sketch of (H. SCHWARTZ) 06:422

HERVEY, W. L.—Function of a teachers' training college, 91:733–38; Discussions on: Correlation of studies, 95:346; Training of teachers, 95:257; Round Table on Educational Psychology, 91:832–35

Hess, W. C., Discussion on Libraries and schools, 03:960–61

HESTER, W. A.—Modernizing the course of study, 02:233–37

HEWETT, EDWIN C.—*In memoriam* Robert Allyn, 94:247–48; Elizabeth Baumgartner, 99:235–36; N. A. Calkins, 96:222–25; Mrs. Anna H. (McCombes) Christy, 99:237; Henry Clarke Coon, 237; Samuel M. Inglis, 98:288–91; William Jenkins, 99:240; Frederic Allison Lyman, 241; John R. Rassweiler, 246; Wells Hawkes Skinner, 250; Normal schools, 83:100–5; Oral teaching, 66:108–21; President's address Normal Department, 84 pt. II:236; Psychology for the teacher, 99:428–38; Range and limits of normal-school work, 77:146–54; Discussion, 154–55; Report of Committee on Permanent Secretary, 90:50; Teachers' institutes, 87:292–96; Discussions on: N. E. A., 91:133–36; Education of the will, 345–46

HEWIT, AUGUSTINE F.—Aristotle's metaphysics, 93:700–2

Hicks, G. W., Discussion on Race characteristics, 93:272–73

HICKS, MRS. MARY DANA.—Art-study in schools, 93:487–91; Color in public schools, 94:906–15; Instruction in form, 91:796–806; Discussion on Art education, 90:157–58; 96:693

Higbee, Miss, Remarks, 87:232

HIGBEE, ELNATHAN ELISHA.—American Educational Exhibit of 1892, 90:401–3; City and county supervision, +87:102–4; State school systems: Teachers' tenure of office, 87:307–11; State superintendence, +84:76–80; Suggestions on American Educational Exhibit of 1892, 90:451–52; Discussions on: County institutes, +88:47; +89:82–84; Examination of teachers, +89:222; Qualifications of teachers, +88:66–68; Textbooks, 88:229–33

Higbee, E. E., *In memoriam*, 90:42; (N. C. SCHAEFFER) 304–8; Resolution on, 373; Tribute to (R. K. BUEHRLE) 373–74; (A. S. PERKINS) 03:880

HIGGINS, MILTON P.—Education for the trades: From the standpoint of the manufacturer, 03:597–602

High school, Aims of drawing in (F. H. COLLINS) 05:610–11
—— and the citizen (H. C. MISSIMER) 89: 507–12; (LAURA DONNAN) 512–20
—— Art instruction in the; its utility and value (C. SULLIVAN) 90:640–45
—— as a democratic institution (C. H. THURBER) 97:694–95
—— as a factor in mass education (E. A. STEERE) 90:645–48
—— as a finishing school (J. H. BAKER) 90:633–40
—— as a fitting-school (A. F. BECHDOLT) 90:617–24
—— as a social factor, Round Table on the, 97:694–99
—— as a training-place for citizenship (J. R. BISHOP) 97:696–98
—— as the people's college, The (G. S. HALL) 02:260–68; Discussion: W. T. Harris, I. Leviston, 268–72
—— Boston Latin, +88:104
—— Business education in the (E. R. JOHNSON) 98:867–73
—— chemistry, from the city superintendent's point of view (W. F. KUNZE) 03: 878
—— —— in its relation to college chemistry (R. P. WILLIAMS) 03:873–77
—— —— in its relation to college work (A. S. PERKINS) 03:880
—— Classical preparatory course in, 91: 313–14, 499–500
—— course as a business preparation, The (C. H. THURBER) 97:808–18
—— Course of study in, 91:623–25
—— Courses in, Two needed, 74:19; 72: 62
—— Courses in manual training (B. A. LENFEST) 1900:495–501
—— curriculum as preparation for a two-year normal course (D. FELMLEY) 05: 524–31; Discussion: J. W. Cook, C. DeGarmo, F. M. McMurry, T. B. Pray, S. H. Rowe, 531–33
—— —— with reference to Report of Committee of Ten (W. T. HARRIS) 94:496–508; Discussion: W. H. Maxwell, 508–12; C. DeGarmo, 512–13; J. M. Greenwood, 514–15
—— —— Readjustment of the (E. W. COY) 03:177–83; Discussion: E. G. Cooley, C. DeGarmo, F. L. Soldan, 183–85
—— Discipline in the (R. E. DENFELD) 92: 341–48
—— Drawing in the (W. S. PERRY) 85: 288–94; 87:573–77
—— expenditures, **Com. Tax.**, 05:21–24
—— extension (J. L. HUGHES) 97: 698–99; Report on (F. E. PLUMMER) 92:355–56
—— for girls in England (M. GURNEY and R. KINGSLEY) 93:225–34; Discussion, 234
—— Function of the (J. R. BISHOP) 01: 570–76; Discussion: S. D. Brooks, 576–78
—— Future of the American (J. R. BISHOP) 94:788–94
—— Handwork for girls in the (KATHERINE E. DOPP) 05:580–86; Discussion: Anna C. Hedges, Mrs. A. C. Jessup, W. Noyes, 586–90
—— How far does the, fit the nature and needs of adolescents (R. P. HALLECK) 02:730–37
—— How to increase attendance of boys at the (J. K. STABLETON) 03:801–7
—— Inspection of, by university, 87:148; 90:530–32; 94:561
—— instruction in physics (F. M. GILLEY) 02:778–84
—— Laboratory work in physiology in the (J. E. PEABODY) 03:867–71
—— libraries, Instruction in the use of (FLORENCE M. HOPKINS) 05:858–64; Discussion, 864
—— life, The social side of (R. P. HALLECK) 02:459–61
—— Manual training for the ordinary (J. H. VAN SICKLE) 1900:501–4
—— Modification of, to meet twentieth-century demands (G. S. BROWN) 04: 491–95; (W. L. BRYAN) 04:496; (B. F. BUCK) 04:496–502.
—— music (Mrs. F. E. CLARK) 02:626–33
—— Percentage of boys who leave the (A. C. ELLIS) 03:792–98
—— phase of physics-teaching; aims and methods (G. R. TWISS) 03:885–89; Discussion: E. H. Hall; C. R. Mann, 889–90
—— Physical science in the (W. A. FISKE) 02:471–72
—— principal, Should entire energy of, be given to administration? (W. B. GUNNISON) 05:452–53; Discussion: A. H. Waterhouse, 453–54
—— —— Should, have a voice in selecting his assistants? 97:660
—— privileges for country pupils (C. P. CARY) 05:236–40
—— Proper scope of geological teaching in the (W. N. RICE) 03:853–56
—— Province of the western (L.H. AUSTIN) 91:677–87
—— pupils and the library (R. H. WRIGHT) 05:864–67

High school question, The (J. H. SMART) +77:167–72; Discussion, 173–74: (J. W. DICKINSON) 79:18–27; +77:160–62
—— Relation of, to the community (W. J. PRINGLE) 97:695
—— Relation of, to the home (C. C. ROUNDS) 97:695
—— Report on (J. M. GREENWOOD) 1900: 340–51; Discussion: C. B. Gilbert, L. D. Harvey, B. A. Hinsdale, N. C. Schaeffer, 351
—— Resolution on the, +77:162
—— Round Table on the, 97:694–99
—— Science in the (G. M. RICHARDSON) 99:1113–17
—— Severance of, and university (J. W. JOHNSON) 90:629–33
—— The state university and the public (A. S. COOK) 88:456–60
—— statistical information (J. M. GREENWOOD) 01:490–99
—— statistics, 89:377
—— —— Report on (J. M. GREENWOOD) 1900:340–51
—— —— of Kansas City, 1900:346–50
—— teacher, The training of the (MISS E. (CLARK) 94:781–87; Discussion, 787–88; (M. V. O'SHEA) 98:709–17
—— The township (C. J. BAXTER) 98: 308–16
—— training in relation to public speaking (F. S. FOSDICK) 94:773–81
—— What should the college and university do for the graduate of the (J. H. BAKER) 96:364–72
—— What studies to review in the (J. W. CRABTREE) 99:611–15
—— Why do so many first-year pupils leave the (R. P. HALLECK) 05:436–43; Discussion: J. S. Brown, W. A. Crane, E. C. Noyes, I. F. Patterson, J. W. Searson, I. Thomas, C. I. Webster, 443–45
—— work in drawing (RHODA E. SELLECK) 90:790–96
High school, *see also* Commercial high school
High schools, Admission to, should be semi-annual, 93:86
—— and the state (J. E. SEAMAN) 85:173–80
—— Are secondary schools defective? (C. P. LYNCH) 94:745–51; Discussion: E. W. Coy, 752–53
—— Art education in (A. J. GREENE) 99: 953–59
—— as preparatory schools, 74:18; 77:81
—— attendance, statistics, 91:427
—— Coeducation in (A. GOVE) 03:297–99
—— Commercial branches in (H. M. ROWE) 1900:562–66
—— Committee on Importance of, 77:253
—— Do our, prepare for college and for life? (G. B. MORRISON) 99:603–10; Discussion: W. H. Housh, W. H. Lynch, A. F. Nightingale, O. S. Wescott, L. E. Wolfe, 610
——Effect of, upon attendance and scholarship in the lower grades (C. W. BARDEEN) 90:624–28
—— for business, *see* Business high schools
—— for country pupils, 89:370–89
—— Growth of, 05:295
—— Growth of confidence between colleges and (R. B. FULTON) 99:147–54
——in the West (L. H. AUSTIN) 91:677–87
—— Influence of, on schools below, 73:54; (C. W. BARDEEN) 90:624–28
—— Legality of, +79:169
—— List of articles on, 1873 to 1905, 06: 720–21
—— in Maine, 73:97; 90:526
—— in Massachusetts, 73:29, 44, 49; (J. W. DICKINSON) 79:18–27
—— Mechanic arts in (E. P. SEAVER) +89 160–67
—— in Michigan (J. B. ANGELL) 87:146–51, 286
—— in Minnesota, 89:392; 90:526, 536
—— Modification of system (G. B. LORING) +79:111
—— The necessity for special manual training in (C. H. KEYES) 05:576–79
—— Need of, 73:56; 75:63 (J. W. DICKINSON) +79:160–62
—— Object and methods of physical training in, from the standpoint of a specialist (Mrs. M. H. LUDLUM) 04:827–32
—— Programs of, modified to meet Report of Committee of Ten (J. C. MCKENZIE) 94:143–51; Discussion: J. T. Buchanan, 94:152–55
—— Proportion of pupils to go to, 73:28; table of statistics, 30, 37, 44; 91:679
—— Recent growth of, in the U. S. as affecting the attendance of colleges (W. T. HARRIS) 01:174–80; Discussion: J. R. Parsons, Jr., 180–81
—— Relations of, with colleges, 73:42–49; 74:54–58; 75:63; (W. R. WEBB) 77: 70–78; (J. B. ANGELL) 87:146–51; (E. W. COY) 87:282–88; Discussion, 288–91; (A. L. COOK) 88:456–60; (J. W. JOHNSON) 90:629–33; 91:140; Resolution, 95:637; 95:997; 96:367
—— Second year of physics for, 05:817–25
—— Secret fraternities in the (G. B. MORRISON) 04:345–49

—— should encourage going to college, **68**: 26; **90**:536; **91**:680
—— State aid to, **73**:97; **90**:526–29
—— Studies in (A. F. NIGHTINGALE) **89**: 501–6; (E. W. COY) **89**:524–31; (H. C. KING) **89**:531–33; (S. THURBER) **87**: 428–42
—— Teaching of biology in (A. S. PEARSE) **03**:858–62
—— Uniformity in, not needed, **90**:626; **91**:315–16, 318
—— What high-schools should do (F. L. SOLDAN) **96**:354–61
—— What is a secondary school? (E. W. COY) **96**: 613–18
High schools, *see also*, Technical high schools
Higher education, Advancement of (H. H. TUCKER) **81**:189–98
—— Committee on, appointed, **71**:182
—— An ethnic view of (I. W. HOWERTH) **1900**:465–73
Higher Education, Department of, 71: 159–209; **72**:224–44; **73**:107–63; **74**: 149–213; **75**:116–37; **76**:91–156; **77**: 87–138; **79**:101–12; **80**:158–75; **81**: 180–98; **82**:xx, 91–127; **83**:xiii; **84**: pt. II:259–82; **85**:192–222; **86**:353–85; **87**:445–64; **88**:437–61; **89**:537–53; **90**:659–713; **91**:691–708; **92**:377–405; **93**:87–176; **94**:795–817; **95**:636–71; **96**:620–41; **97**:700–8; **98**:701–27; **99**: 818–34; **1900**:454–79; **01**:605–34; **02**:493–528; **03**:487–537; **04**:537–65; **05**:481–515
—— —— organized, **06**:525
Higher education, Federal and state interest in (R. B. FULTON) **01**:169–73
—— for women in Prussia, The modern system of (F. PAULSEN) **06**:395–408
—— Future organization of (R. T. ELY) **95**:645–53; Discussion, 653–56
—— Historical sketch of, on the Pacific coast (W. C. JONES) **88**:444–51
—— The Home and (Mrs. C. C. CATT) **02**:100–10
—— in America, **02**:63–65
—— in the South (E. A. ALDERMAN) **95**: 979–87; (G. T. WINSTON) **97**:183–90
——Influence of, on elementary schools (W. T. HARRIS) **94**:128–34
—— on the Pacific coast: needs and prospects of (C. C. STRATTON) **88**:460–61
—— Relation of the church in the U. S. to (E. J. JAMES) **04**:68–83
—— Report of Committee on (A. L. CHAPIN) **86**:285–92; Discussion, 293–95
—— —— Report of (N. M. BUTLER) **94**: 619–23; Discussion: J. H. Canfield, B. A. Hinsdale, W. T. Harris, D. L. Kiehle, E. A. Sheldon, and others, 623–24
—— —— Report of (J. E. BRADLEY) **96**: 428–38; Discussion: C. DeGarmo, B. A. Hinsdale, S. G. Williams, and others, 438–40
—— Resolutions on: Closer relations between colleges and universities and the N. E. A., **95**:637; Committee to confer with Society for the Promotion of Engineering Education on entrance requirements, **02**:494; Report of committee, **03**: 488–89; English work in secondary schools, **97**:700; Name of department, **85**:192; Special committee on college-entrance requirements, **1900**:454; State supervision over degree-conferring institutions, **97**:700
—— State aid to, in Europe and America (J. SWAIN) **1900**:457–62
Higher instruction, **86**:285
Higher Instruction, Department of, organized, **70**:176; Officers elected, **71**:50; **72**:71
Higher life, The school in its relation to the (N. C. SCHAEFFER) **99**:225–29
Higher standards in the employment of teachers (F. P. VENABLE, M. L. BRITTAIN) **04**:319–21
HIGLEY, WARREN.—Forestry in education, + **86**:134–45
HILL, ALBERT ROSS.—Should chairs of pedagogy attached to college departments of universities be developed into professional colleges for the training of teachers, or should they be abolished? **05**:512–15
HILL, CHARLES W.—How to bring pupils further on in their studies, **92**:645–58
HILL, FRANK ALPINE.—Aims in teaching civil government, **91**:657–65
Hill, Frank Alpine, *In memoriam* (WILLIAM E. HATCH) **04**:365–68
HILL, ISAAC W.—Expert supervision, **04**: 321–22
HILL, PATTY S.—The kindergarten as illustrated in its exhibits, **04**:383–89
HILL, ROSAMOND D.—Elementary education in England, **93**:870–74
HILL, THOMAS.—The powers to be educated, **63**:81–91; Prayer, **63**:38–40; Study of didactics in colleges, **64**:176–79
HILL, WALTER B.—The ethical element in education, **04**:249–59; The psychology and ethics of fun, **02**:286–97
HILLS, ANNIE E.—Vertical writing, **96**: 541–48
HILLS, E.A.—Drawing in ungraded schools, **87**:570–72
Hinckley, Frederick A., Discussion on Kindergarten, **94**:704

Hindrances and Helps to Manual Training and Industrial Education, Report of Committee on, **98**:779–86

Hindrances to the development of language (C. ADAMS) **02**:412–17

Hine, Charles D., Remarks on Rural schools, **95**:1015

HINMAN, MARY W.—Use of reference books, **80**:194–203

HINSDALE, BURKE AARON.—Business side of city schools, **88**:310–18; The constant in education, **84**:144–52; Culture value of the history of education, **89**:210–18; Desirability of forming a federation of colleges and universities in the U. S., similar to the Association of American Medical Colleges, **98**:720–26; The dogma of formal discipline, **94**:625–35; Educational progress of the year, 1899–1900, **1900**:312–32; History teaching in schools, **95**:360–70; *In memoriam* N. A. Calkins, **96**:225–26; Anson Smyth, **87**:664–66; Need of enhanced material support for the rural schools, **97**:113–21; Ordinance of 1787, **87**:135–40; Pedagogical chairs in colleges, **89**:559–68; Report of Committee on Pedagogics on laws of mental congruence, **95**:482–97, 499–500; Sociological factors in rural education, **96**:261–69; **97**:498–501; Supplementary report of Committee on School Systems, **90**:358–61; Teachers' preparation, **91**:713–18; Discussions on: Appointment of superintendents, **93**:77; Business side of city school systems, **96**:469–70; Child-study, **97**:868–69; City school systems, **90**:363–64; **95**:396; Coeducation, **90**:343, 345–46; College-entrance requirements, **97**:654; Concentration of studies, **96**:315–16; Co-ordination in history and literature, **95**:109–11; Correlation of studies, **95**:346; Education in the colonies, **1900**:311; Educational literature, **90**:335; Essentials in a course of study, **93**:260–62; Essentials in elementary education, **90**:355–56; Federal educational union, **95**:600–1; The incidental method, **96**:419–20; Influence of Herbart's doctrine, **95**:481; Manual training, **1900**:351; Medical inspection of school children, **98**:544; Organization of higher education, **95**:655–56; Powers and duties of school officers and teachers, +**87**:89–92; Professional and technical instruction, **94**:623–24; Psychology of imitative functions, **94**:644; Public lands and education, **99**:269; Reading, **98**:554; Report on college entrance, **1900**:451–53; on higher education, **96**:438–39; Requirements for admission to college, **91**:318, 319–21; Rural schools, maintenance, **98**:575; School statistics, **91**:369; School superintendence, **90**:317–18; Sociological factors, **96**:277–78; Superintendents, **93**:77; Teachers' certificates, +**87**:62; Report on, 155; Duties of school officers, 89; Ungraded schools, **95**:473; What is a secondary school? **96**:618–19

Hinsdale, Burke Aaron, *In memoriam* (JAMES B. ANGELL) **01**:387–90; **927**

Hinshaw, E. B., Discussion on Indian educational exhibits, **04**:984

Hints on school administration (H. L. GETZ) **97**:963–66

Historical chapter, **06**:453–560; Topics in, 575

Historical stories from the fourth to eighth grade, **99**:485

History and geography, Right methods of studying, by children (F. M. MCMURRY) **05**:391–93

History and literature in grammar grades (J. H. PHILLIPS) **92**:606-16

History as an aid to moral culture (C. M. ANDREWS) **94**:397–409; Discussion, 409–12

—— Chief aim in study of (W. A. EDWARDS) **92**:348–52

—— civil government and political economy, Report on, **Com. Ten, 94**:162–201; Answers to questions of Committee, 202–3

—— College-entrance requirements in, with special reference to public high school of the Central West (E. B. GREENE) **97**:677–79

—— Conference, **01**:599–601

—— Conference; Leader: C. R. Frazier, **02**:478–80; Discussion, 480–83

—— Conference; Leader: James Sullivan, **03**:484–86; **05**:460–66

—— Dates in, +**89**:237; **92**:315–16

—— Economic interpretation of (E. A. BRYAN) **99**:186–96

—— Ethical value of, in elementary schools (J. F. MILLSPAUGH) **96**:410–13

—— for secondary schools (E. V. ROBINSON) **97**:679–83

—— Greek, **94**:410; **95**:367

—— How to teach, **74**:286; **81**:85, 107; +**89**:143; (M. S. BARNES) **91**:673–77; (Mrs. M. H. PEABODY) **93**:284–85; **96**:295, 534, 586, 624–28

—— An ideal course in, for secondary schools (E. V. ROBINSON) **97**:679–83

—— in connection with geography, **74**:288; **92**:609; (E. CHANNING) **95**:192-96, 477; **96**:531–34

—— in co-ordination with literature (C. A. MCMURRY) **95**:104–9; Discussion: E. D. Farwell, B. A. Hinsdale, F. W. Parker, L. Seeley, F. L. Soldan, 109–14

—— in elementary education (M. A. NEWELL) **92**:310–16; **95**:304–8; (B. A. HINSDALE) **95**:360–70

—— in the curriculum of the commercial high school (C. A. HERRICK) 03:720–24; Discussion: F. O. Carpenter, I. O. Crissy, C. B. Ellis, O. C. Evans, I. R. Garbutt, T. H. H. Knight, Jr., Mrs. S. A. Spencer, W. C. Stevenson, 725–26
—— in the high school (W. M. WEST) 90: 648–55; (F. M. MCMURRY) 94:160–65; 95:318–19; (H. M. STEPHENS) 96: 623–30
—— a mental discipline, 92:315
—— Moral view of (C. M. ANDREWS) 94: 397–409; Discussion: F. Bellamy, J. Seth, 411–12
—— of education, List of articles on, 1858 to 1906, 06:690–92
—— Original investigation in, 92:313; 96:627
—— a patriotic force (H. B. CARRINGTON) 89:333–39, 509; 93:276; 95:306–8, 336
—— Religious bias in, 73:53; 86:225; +87:87
—— Roman, 95:305–6
—— Round Table in, 97:670–83
—— Source-study method of teaching, in high schools (H. W. CALDWELL) 97: 670–76; Discussion, 676
—— The study of, 80:116, 125; 87:432; 90:622; 96:293–94
—— —— American, as a training for good citizenship (J. BALDWIN) 95:139–42
—— —— in our public schools (N. C. DOUGHERTY) 97:58–67
—— —— in schools of Germany, 95:364–67
—— Teaching current events in school (E. O. VAILE) 92:142–49
—— Teaching in schools (B. A. HINSDALE) 93:360–70
—— —— List of articles on, 1889 to 1905, 06:692–93
—— United States, Ignorance of, 96:160
—— —— Influence of environment on the development of (J. W. REDWAY) 98: 139–49
—— What facts of, should be taught in secondary schools (D. S. MUZZEY, J. SULLIVAN) 05:460–66
Hitchcock, E., Discussion on College athletics, 94:815
Hitchcock, Roswell D., *In memoriam*, 87: 669
HITZ, JOHN.—Education in Switzerland, +79:8–20; Girls' industrial school, of the Canton of Aargau, 80:25–32; Home for boys, Kent, England, 79:217–20
HOAR, GEORGE FRISBIE.—Bill for a national system of compulsory education, 71:16, 21–23
Hobbs, B. C., Discussions on: Normal course, 70:23, 33; Mental science, 70:81; Music, 142; Grammar, 168
HODGDON, W. A.—Rote-singing and its proper place in the public schools: Practice *versus* theory, 04:685–92
HODGE, C. F.—Nature-study true to life, 03:412–17
HODGES, N. D. C.—Is the public library a promptuary for the public schools? 03: 957–60
HODGIN, CYRUS W.—Normal-school studies, 88:479–85
HODGINS, J. G.—Address Education Day at New Orleans, +85:101–5; System of public instruction in Ontario, +74:89–95
HODGSON, JOSEPH.—Education in Gulf states, 72:274–82; Discussion on Normal training schools in Ala., 72:40; Speech, 114–16
HOFER, AMALIE.—Artistic simplicity of child-work, 92:279–85; Social settlement and kindergarten, 95:514–25; Discussion on Child-study, 96:487–88
HOFER, MARI RUEF.—A child's song, 98: 602–4; Educational use of music for children under seven years, 1900:397–402; What is music, and how can we help children to become musical? 98: 833–39
HOFFMAN, PAUL.—Manual training in N. Y. city schools, 92:471–74
HOGG, ALEXANDER.—Education in the South, 76:76–90; Federal aid to education, +88:153–65; Industrial education, 79:74–86; Letter, 75:86; 80:22; 81: 79; Problem of the hour, 89:299–310; Resolutions on Public land for colleges of agriculture, 79:98; Discussion on Industrial education, 77:223
HOITT, IRA G.—Address of welcome, 88: 46
Holbrook, F., Discussion on Literature in grades, 03:211–13
HOLCOMBE, J. W.—Address of welcome, Department of Superintendence, +89: 24–25; Country schools, +84:13–19; The county superintendency, 85:162–70; Grading country schools, +87:138–44; Discussion on State supervision, +87: 170–73
HOLDEN, CHARLES.—New departures in school administration, 03:914–19
HOLLAND, E. O.—The library as an adjunct to the secondary school, 03:961–66; Discussion of the Report of Subcommittee on the Course of Study in English, 04: 505–6
HOLLOWAY, J. L.—Response to welcome, 97:46

HOLMES, EVELYN.—President's address, Kindergarten Department, 01:523–27

Holmes, H. H., Remarks on Grading pupils, 96:620

HOLMES, OLIVER WENDELL.—Letter on Arbor Day, +84:47; Verses, 94:260

Holmes, Oliver Wendell, *In memoriam*, 95:206–7

Hollis, A. P., Discussion on Heads of departments, 02:534–36

HOLT, H. E.—Better teaching of music, or a new notation, 86:590–98; Home life in a German school, 95:528–30; Methods in teaching music, 84 pt. II:213–16; Methods of teaching vocal music, 85:396–401; Vocal harmony, 95:802–7; Discussions on: Value of music, 92:509; Teaching music, 93:519; 95:790

Holt, Hosea Edson, *In memoriam*, 99:239–40

Holton, Edwin Lee, Discussion on Improving teachers already in service, 06:131–32

Holton, M. A., Discussion on Use and danger of method, 02:447

Home, Relation of the, to the wayward child, 04:800–1

—— Usurpation of, by school (AARON GOVE) 99:182–86

Home and the higher education (Mrs. C. C. CATT) 02:100–10

Home and school training in New England in the colonial period (THOMAS BRAINERD) 06:454–55

Home and school training in the South in the colonial period (T. J. MERTENBAKER) 06:455–57

Homes for our down-town children (L. STICKNEY) 99:388–92; Discussion: E. E. Brown, G. P. Brown, B. A. Dutton, F. A. Fitzpatrick, J. M. Greenwood, W. T. Harris, J. H. Hoose, F. L. Soldan, L. Stickney, J. H. Van Sickle, 392–95

Honor in student life in colleges and universities (C. A. SMITH) 05:486–94

Honorary members, Committee on, appointed, 71:15; 73:7; 74:9; 75:16; Report, 71:77; 72:105; 73:93; 74:138; 75:95; 90:22

—— Reporters of the proceedings made, 71:77

HOOD, B. F.—State aid in industrial education, 91:640–50

HOOSE, JAMES H.—Educational value of common-school studies, 85:224–32; Report of Committee on, 86:403–6; Mental effects of form in subject-matter, 90:753–55; President's address, Normal Department, 74:214–16; Recess or no recess in schools: Second report of Committee on Hygiene, 85:415–26; What is a school? 76:167–91; Discussions on: Academic training, 89:400; Art education, 91:467–70; Child-study, 99:439; City normal schools, 91:331; College-admission requirements, 91:320; Libraries and schools, 99:529; Mental science and object teaching, 70:82–83; Methods in normal schools, 72:201–5, 206, 207; 89:587; Normal school, 87:168; Pedagogical chairs in colleges, 89:569; Physical education, 91:358; Report of Committee on Normal Schools, 99:423; Scheme of criticism, 71:139–40; School discipline, 70:147; School statistics, 90:390; Settlement work, 99:394; Socratic and natural element, 87:95–99; University trust, 99:428; Value of manual training, 89:429

Hopkins, Alex. C., Remarks on Indiana and the Centennial Exposition, +75:63; Discussion on Legal prevention of illiteracy, +75:21

HOPKINS, ANDERSON H.—Greeting from the American Library Association, 02:807–10; Discussions on: Libraries and teachers, 02:811; School and library, 02:818

HOPKINS, FLORENCE M.—Methods of instruction in the use of high-school libraries, 05:858–64

HOPKINS, ISAAC I.—Relation of technical to public schools, 87:158–63

HOPKINS, JAMES FREDERICK.—The influence of a great exposition as an art educator, 04:632–37; Discussion on Art instruction, 03:642

HOPKINS, LOUISA PARSONS.—Preparation of the kindergartner, 93:344–46; Woman's work in education, 84:157–60

Hopkins, Mark, *In memoriam* (I. W. ANDREWS) 87:661–64; quoted, 96:433

Hopkins, Milton B., Discussion on Uniform plan of statistics, +74:23–24; *In memoriam* (JOHN EATON) +75:106; Resolution on Death of, 105; Sketch of [footnote] 106

HOPPIN, JAMES M.—Methods of art education, 93:476–86

HORN, P. W.—Child-study in the grades, 04:797

HORNBECK, M. D.—Relation of the college to the morals of the student, 90:690–96; Discussions on: The people and the colleges, 90:667; Defects in college training, 90:685

Horticulture, Manual training in (W. R. LAZENBY) 98:766–78

HOSFORD, O.—National government and education, 66:50–58

HOSMER, JAMES K.—Coeducation, 74:118–33

Hoss, George W., Discussion on Elective system, 74:162

HOTCHKISS, MARY T.—Story-telling in kindergarten, **93**:351–55; Discussion on Good schools, **03**:234–35

Houck, Henry, Discussion on Country schools, +**84**:22

HOUGH, FRANKLIN B.—Schools and forests, +**81**:40–55

Houghton, J. W., Address of welcome, **92**: 44–45

Housh, W. H., Discussion on High schools, **99**:610

HOUSTON, EDWIN J.—Minority report on Geography Conference, **Com. Ten, 94**: 237–49

Houston, W., Discussion on Spelling reform, **91**:159–60

Houtkamp, A., Discussions on: Function of public school, **97**:987; Schoolhouse construction, **97**:1003

How can the term "charitable" be justly applied to the education of any children? (E. A. FAY) **03**:1007–11; Discussion: W. B. Wait, 1012–13

How to increase normal-school scholarship (J. M. GREEN) **03**:582–86

How to meet the people (L. P. NASH) **02**: 237–39

HOWARD, C. E.—How I conduct a business-community school, **99**:1002–7

Howard, Edine, Discussion on Grammar, **70**:169.

HOWARD, F. E.—The child voice, **97**: 784–89; Natural methods in teaching music to children, **96**:719–21

HOWARD, JOHN.—Physiology and hygiene of the vocal organs, **93**:514–18

HOWARD, LELAND OSSIAN.—The American Association for the Advancement of Science, **06**:475–78

HOWARD, OLIVER O.—Education among the freedmen, **68**:29–30; Discussion and resolution, 30; Education in the South, **69**:8; **91**:221

HOWE, ANNIE L.—The kindergarten in Japan, **04**:398–404

Howe, G. H., Discussion on Mathematics, **04**:521

HOWERTH, I. W.—An ethnic view of higher education, **1900**:465–73; Discussion on State aid and education, **1900**:464

HOWISON, GEORGE H.—How concepts arise from percepts, **92**:548–52; Labor question, **88**:243–49

HOWITT, MARY.—The children's appeal, poem, **90**:612

HOWLAND, GEORGE.—American Educational Exhibit of 1892, **90**:410–11; Recitation, **89**:240–52; School principals, +**89**:195–209; Discussion on Moral training, +**88**:98

Howland, George, *In memoriam* (A. G LANE, J. L. PICKARD, J. W. COOK) **94**: 222–31

Hoyt, C. O., Discussion on Contributions of child-study to education, **98**:362–63

HOYT, DAVID W.—*In memoriam* Thomas Blanchard Stockwell, **06**:318–22; Discussion on The geospheres, **98**:161

HOYT, JUDSON E.—Manual training in smaller cities, **96**:678–77; in the Menomonie (Wis.) public schools, **01**:261–69; Discussion on Physical effects of sloyd, **96**:767–68

HOYT, JOHN WESLEY.—Address, Education Day at New Orleans, +**85**:97–99; Preliminary report on a National university, **70**:97–100; **74**:173–87; Second report on a National university, **71**:38–41; Discussions on: National Council of Education, +**80**:17; Report on A National university, **01**:471

HOYT, W. A.—Children's love of nature, **94**:1010–15

Hubbard, Frank Valentine, *In memoriam*, **02**:896

Hubbard, S. F., Discussion on Trade unions and trade schools, **03**:627

HUBBERT, HARVEY H.—What kind of centralization, if any, will strengthen our local school system? **98**:986–88; Discussion on Teachers' salaries, **05**:835–36

HUGHES, Mrs. ADA MAREAN.—How does the routine of the kindergarten develop the child physically? **05**:347–50; The kindergarten and the home, **95**:531–33; A kindergarten message to mothers, **98**: 614–19; Kindergarten methods in intellectual training, **91**:533–38; President's address, Kindergarten Department, **92**: 258–60; **93**:326–27

HUGHES, Miss E. P.—Training secondary teachers, **93**:217–21, 407–08

HUGHES, JAMES L.—Address of welcome, **91**:57–58; Art as an educational factor, **02**:581–89; Froebel and Herbart, **95**: 538–45; Harmony between control and spontaneity, **92**:187–98; How may the results of child-study be best embodied in methods of teaching in elementary schools? **97**:288–90; Influence of kindergarten spirit on higher education, **96**: 378–90; The kindergarten and public schools, **94**:483–89; Physical training in character building, **96**:911–18; The twentieth-century school, **97**:162–69; Discussions on: City superintendents, **05**:253; Examinations and promotions, **94**:297–98; High-school extension, **97**: 698–99; Improvement of teachers, **94**: 459; The school of the future, **91**:95–98

Hughes, Mrs. James L., *see* HUGHES, Mrs. ADA M.

Hughes, P. M., Discussion on Ancient classics, 02:467

Huling, Ray Greene.—How English is taught in one high school, 91:632–40; *In memoriam* J. S. Crombie, 94:243–46; Opening address, 93:181–82; Response to address of welcome, 91:73–74; Discussions on: Definite aims in teaching history, 96:586; History, 03:485; Latin or a modern language first, 93:241

Human body, The (J. L. Pickard) 70: 41–48

—— Training of the (A. Moses) 93:623–26

Human side of geography, The (L. E. Wolfe) 03:143–53

Humbugs, 91:682

Humidity in the schoolroom (W. G. Bruce) 01:811–15

Humphreys, S. B., Discussion on Twelve-year course of study, 05:436

Hungary, Agricultural instruction in the Kingdom of (Béla Tormay de Nadudvar) 06:445–51

Hunsicker, B. F.—Retrospective and prospective school administrations, 04: 897–901; School boards, their functions: legislative, executive, and judicial, 03: 910–14

Hunt, Hattie E.—The dominant seventh in education, 93:720–24

Hunt, Mrs. Mary Hanchett.—Address, 94:37; What shall be taught about alcohol? 87:655–57; Discussion on Temperance instruction, 94:741; 1900:259–62

Hunt, Mrs. Mary Hanchett, and her work in scientific temperance instruction, 86: 84–85; *In memoriam* (A. E. Winship) 06:296–97

Hunt, W. A.—The relations of the school board and the teachers, 1900:625–31

Hunter, Thomas.—Normal schools, their necessity and growth, 84 pt. II:238–47

Hurry, 84 pt. II:136–39

Husband, R. W., Discussion on Classics, 03:470–72

Hustleby, H. C., Discussion on Commercial geography, 03:738

Hutchins, F. A.—Establishing libraries in villages, 99:498–503; Improving poorly managed public libraries in small communities, 99:508–10; School libraries in rural schools and villages of less than 2,500 inhabitants, 99:507–8; Securing libraries for rural schools, 99:503–6; Librarians and books, 97:1028; Libraries and schools, 98:1014; Libraries and teachers, 97:299

Hutchinson, J. C.—College education and professional life, 90:702–5; Discussion on Accredited schools, 02:503

Hutchinson, T. O., Physical development, 86:558

Hutton, A. J., Discussion on Consolidation of schools and transportation of pupils, 01:293

Hutton, F. R.—Educational value of applied mathematics, 93:560–65

Huxley, Thomas Henry, quoted, footnotes, 73:147, 162; +81:63; 91:584–85; 92:773; 93:46–47; 95:653; 96:961, 962; *In memoriam*, 95:210–11

Hyde, A. B., Discussion on College electives, 95:661

Hyde, Ellen.—Development of character, 80:213–20

Hyde, Mary B.—Possibilities of art in connection with handwork, 04:603–5

Hyde, William DeWitt.—Educational progress of the year, 1902–3, 03:330–39; Organization of American education, 92: 217–29; Promotion in schools, +89: 229–35; Discussion on Baccalaureate course, 03:516

Hygiene and health in public schools (A. P. Marble) 97:568–73*

—— in Education, Report of Committee on, subject: Harmonious development (W. N. Hailmann) 89:404–16

—— —— Report of Committee on, subject: Recess or no recess in schools (J. H. Hoose) 85:414–26; Discussion, 426–28; Subject: Physical education (Clara Conway) 91:348–54; Discussion, 354–60

—— of instruction in primary schools, The (G. W. Fitz) 98:544–50

—— of motor development (W. L. Bryan) 97:279–80

—— of the kindergarten child, The (W. H. Burnham) 04:416–22

—— School (C. A. Lee) 68:26; Discussion, 26

—— —— Report on (E. M. Hartwell) 95:931–33

—— Study of, 81:84

—— *See also* School hygiene

Hyre, Mrs. Sarah E.—Woman's part in public-school education, 06:51–58

I

Ideal and practical considerations in educational journalism (O. H. Lang) 99: 210–12

Ideal business college, An (W. J. Amos) 94:971–76

Ideal normal school (E. Brooks) 93:451–54

Ideal school as based on child-study (G. S. Hall) 01:474–88; Discussion: A. Gove, Miss L. Stickney, 488–90

Ideal school-master, The (T. J. MORGAN) **85**:69–80
Ideals in educational journalism [abstract] (C. C. ROUNDS) **93**:810–11
—— of educational work (W. R. HARPER) **95**:987–98
—— Study of a test on (E. BARNES) **03**: 754–59
Ideals and methods of economic teaching (F. W. SPIERS) **01**:137–43
Ideas, Educational, in Dickens' novels (F. L. SOLDAN) **90**:724–39
Idleness, Prevention of criminal (EMMA MARWEDEL) **93**:372–81
Illinois, Educational journals in (J. W. COOK) **93**:833–39
—— Pensions of teachers in, **Com. Sal.**, **05**:181
—— Recent legislation upon compulsory education in (N. C. DOUGHERTY) **91**: 393–401
Illinois State Teachers' Association, **06**:515
Illiteracy in U. S., **72**:50, 277; **73**:54, 83; +**82**:59
—— Legal prevention of (B. G. NORTHROP) +**75**:11–16
—— Result of twenty years' progress in decreasing, in North Carolina and the South, **Com. Tax.**, **05**:58–63
—— Statistics of, **96**:267–68
Illustrations, Philosophy of (J. J. BURNS) **81**:218–30
Imagination, **63**:87; **70**:23; **89**:479
Imagination in arithmetic (F. H. HALL) **97**:621–28
Imelmann, J., Discussions on: Greek for A.B. degree, **93**:137–38; Liberal education for the professions, 118
Imitation, Relation of, to originality (M. F. LEDYARD) **99**:547–51
Imitative function, The psychology of, in childhood (W. T. HARRIS) **94**:637–41
Importance of religious motivcs and sanctions in moral training (R. ALLYN) **87**: 383–91
Immigrant child, The (JULIA RICHMAN) **05**:113–21
Immigration, *see* Foreigners
Impertinence, Government supervision of private schools an, **93**:192
Importance of pedagogical training for college professors (H. F. FISK) **91**:701–8
Importance of the aesthetic aim in teaching drawing (L. W. MILLER) **93**:462–66
Importance of the school yard for the physical well-being of the children (E. H. ARNOLD) **05**:756–60
Importance of walking as a school exercise (E. H. ARNOLD) **04**:804–6
Improvement in undergraduate life of American students (B. P. RAYMOND) **93**:142–45
—— of city school systems (H. P. EMERSON) **94**:121–26
—— of rural teachers (S. S. PARR) **94**: 527–33
—— of teachers in schools (F. W. PARKER) **94**:442–51
Improvement of the study period, Suggestions for the (F. M. MCMURRY) **06**:102–8
Improvements in course of study and system of grading (D. FALL) **04**:316–19
In memoriam, see name of subject of obituary notice
In search of an education (M. MASSAQUOY) **91**:239–43
INCH, J. R.—Greeting from Dominion Educational Association, **92**:54–56
Incorrigible child, The (JULIA RICHMAN) **06**:158–73
Increasing the efficiency of rural schools (A. LEFEVRE) **04**:309–13
Indexes, How to use, **80**:200
India, a new plan for the education of Hindoo women (The Pundita RAMABI) **88**: 665–67; Recent developments of education for women and girls in (E. A. MANNING) **93**:890–900
Indian, Education of the, should be adapted to his needs (ALICE ROBERTSON) **02**: 868–69
—— Health of the (C. C. WAINWRIGHT) **1900**:696
—— Industrial work taught to, in classroom (Mrs. LUCY P. HART) **02**:868
—— Music of the American (N. CURTIS) **05**:933–34
—— Next step in the education of the (W. N. HAILMAN) **95**:80–86
—— Opportunity and judicious direction for the (C. W. CROUSE) **02**:867–68
—— Teaching of trades to the (F. K. ROGERS) **1900**:698–701
—— The white man's burden *versus* Indigenous development for the lower races (G. S. HALL) **03**:1053–56
Indian basketry: Its poetry and symbolism (G. W. JAMES) **03**:644–45
—— characteristics (M. C. JUDD) **05**: 936–38
—— children, Books especially adapted to, needed (C. C. COVEY) **02**:874–75
—— —— Character-building among (C. M. FOLSOM) **01**:911–13
—— —— Normal schools to train teachers to instruct (J. D. BENEDICT) **05**:948–52
—— day schools, gradual uplifter of the tribe (Sister MACARIA MURPHY) **01**: 913–14

Indian day schools, Necessity for more and better equipped (J. J. DUNCAN) 05:954–55; Discussion: C. J. Crandall, W. P. Squires, 955–56

Indian education (Miss A. C. FLETCHER) +83:64–73; (S. C. ARMSTRONG) 84 pt. II:177–80; (A. L. RIGGS) 84 pt. II: 181–83; (E. E. WHITE) 84 pt. II: 183; (J. M. HAWORTH) +84:24–34; (R. H. PRATT) +84:34–39; (S. C. ARMSTRONG) +84:40–43; (T. J. MORGAN) 90:491–94

—— and methods of instruction (Mrs. A. S. QUINTON) 05:947–48

—— civilization and higher education in (W. T. HARRIS) 01:896–99

Indian Education, Department of, 1900: 681–711; 01:890–924; 02:858–92; 03: 1039–63; 04:963–85; 05:925–56

—— —— Abstracts of addresses by A. Bayliss, N. M. Butler, A. S. Downing, Rt. Rev. John Ireland, M. E. Sadler, Z. X. Snyder, A. E. Winship, 02:877–81

—— —— Greetings and résumé of work in (CHARLES J. BAXTER, MARY R. CAMPBELL, JOHN J. FITZGERALD, ESTELLE REEL) 05:926–33

—— —— Report of Round Table, 01:892–93

Indian education, Heart culture in (C. F. MESERVE) 03:1056–57

—— in Canada (Dr. ORONHYATEKHA) 91: 234–38

—— Our work: Its progress and needs (H. B. PEAIRS) 03:1044–49

—— Practical methods in (JOHN SEGER) 1900:707–11; (S. M. MCCOWAN) 01: 920–21

—— Relation of the general government to (T. J. MORGAN) 90:491–94

—— Reservation day school the prime factor in (C. C. COVEY) 01:900–1

—— Resolution on, 90:39

—— Results of, in the Indian territory (R. L. OWEN) 86:192–210

—— What is our aim in (E. A. ALLEN) 02:870–71

Indian education and other minor alien races, List of Articles on, 1854 to 1905, 06:693–95

Indian employee, The (C. J. CRANDALL) 01:918–19

—— girl, The training of the, as an uplifter of the home (J. E. RICHARDS) 1900: 701–5

—— —— Value of the outing system for the (LAURA L. JACKSON) 02:864–65

—— music and Indian education (N. CURTIS) 04:979–81

—— problem, The (H. B. FRISSELL) 1900: 682–92

—— pupils, Best method of affecting transfers of (A. J. STANDING) 02:872–73

—— —— Teaching them to speak English (R. PERRY) 05:935–36

—— school agents and superintendents (T. W. POTTER) 02:873

Indian School at Hampton, Va. (S. C. ARMSTRONG) +83:63–64

Indian School, Santee Normal, Nebraska, 84 pt. II:181

Indian schools, Bureau of Plant Industry and industrial education in (S. B. SIFE) 05:938–47

—— Education at Carlisle, Pa. (B. G. NORTHROP) +83:59–63

—— Industrial and academic features of (O. H. BAKELESS) 01:902–4

—— Industrial training as applied to (R. H. PRATT) 95:759–64

—— Introspection in (E. A. ALLEN) 01: 914–16

—— Learning by doing in (H. B. FRISSELL) 01:893–96

—— Literary and industrial education in (A. J. STANDING) 1900:692–95

—— Needed changes in (A. O. WRIGHT) 02:872

—— Newspapers in (W. T. HARRIS) 02: 875–77

—— of moderate size, Pupils receive more individual training in (H. M. NOBLE) 02:871–72

—— Present system of, is qualifying the Indian for citizenship (H. B. FRISSELL) 03:1049–52

—— Training of teachers for (C. B. DYKE) 1900:696–98

—— What shall be taught in (C. W. WOODWARD) 01:904–9

Indian service, Efficiency in the (J. T. DOYLE) 04:977–79

—— Value of a large agricultural school in the (S. M. MCCOWAN) 02:869–70

Indian Territory schools, Resolutions on, 84 pt. I: 12–13

Indian young men and women, Home societies for (J. C. HART) 02:865

Indiana, Educational journalism in (G. F. BASS) 93:829–31

—— Method of taxation for school purposes in (J. W. CARR) **Com. Tax.,** 05: 75–86

—— Minimum salary law of, **Com. Sal.,** 05:143–44

Indiana State Teachers' Association, 06: 515; Memorial of, to Congress regarding support of Bureau of Education, +75: 112

Indians, An all-round mechanical training for (F. K. ROGERS) 01:909–10

—— Correlation of schoolroom and farm work for, **02**:870
—— Drawbacks to civilization and citizenship of (H. G. WILSON) **02**:862–63
—— in the Southwest, Ethnological study of (MABELLE BIGGART) **05**:934–35
—— Industrial training of, **91**:647; (R. H. PRATT) **95**:759–64
—— Kindergarten work among the (B. FINLEY) **1900**:705–6
—— Sanitary conditions among the (J. G. BULLOCK) **1900**:706–7
—— Teach them to become homemakers (R. D. SHUTT) **02**:863–64
—— Teaching of agriculture to (L. M. COMPTON) **02**:862
—— Tuberculosis among (Dr. J. S. PERKINS, Dr. J. G. BULLOCK) **02**:865–67
Individual child, The (BERTHA PAYNE) **04**:422–26
Individual instruction, in algebra and geometry (J. F. TURNER) **05**:466–68; Discussion: J. V. Collins, C. E. Comstock, J. C. Harvey, 468–70
—— The need of (J. KENNEDY) **01**:295–300; Discussion: T. M. Balliet, D. Fall, G. S. Hall, J. Kennedy, J. F. Millspaugh, A. K. Whitcomb, 301–3
Individualism in mass education (P. W. SEARCH) **95**:398–406; Discussion, 406–11
—— The need of a new (J. W. COOK) **04**:62–68
Individuality and originality, Organization and system *vs.* (H. SABIN) **90**:228–34
—— Necessity and means of developing (S. B. TODD) **91**:665–73
Individualization by grouping (JULIA S. TUTWILER) **92**:309–10
Industrial and academic features of the Indian schools (O. H. BAKELESS) **01**:902–4
Industrial and manual instruction (J. D. RUNKLE) **93**:592–94
Industrial and manual instruction, French system of (C. M. WOODWARD) **93**:597–99
—— in the school course (W. B. POWELL) **93**:606–13
Industrial art in Philadelphia (C. G. LELAND) +**83**:20–23
Industrial classes, Education for the (J. L. SNYDER) **98**:758–63; Discussion: E. Mackey, 763–66
Industrial college, The national, its history, work and ethics (E. E. WHITE) **82**:131–39
Industrial course in consolidated rural school, agricultural high school, and agricultural college (W. M. HAYS) **Com. Indust.**, **05**:83–88
Industrial drawing in public schools (WALTER SMITH) +**75**:92–104; (C. M. CARTER) **85**:302–6
—— Outline of an eight-years' course of instruction in (C. M. CARTER) **86**:452–57
—— Report of Committee on a Course of Study in (J. MACALISTER) **84** pt. II: 345–58; abstract, 359–61
—— schools, Evening (O. FUCHS) **85**:307–10
Industrial education (J. M. GREGORY) **68**:27–29, 34–35; (J. M. ORDWAY) +**84**:117–26
—— Agencies co-operating with the schools in development of, **Com. Indust.**, **05**:57–64
—— a necessity of the times (A. R. ROBINSON) **95**:741–46
—— Beginning of (M. A. NEWELL) **79**:208–14; Discussion, 214–15
—— Can the elements of, be introduced into our common schools? (J. D. PHILBRICK) +**75**:81–89
Industrial Education, Department of, 75:100; **76**:237–95; **77**:218–52; **79**:203–23; **80**:222–34; **81**:239–51; **82**:131–72; **84**:293–333; **85**:248–74; **86**:481–97; **87**:541–49; **88**:547–89; **89**:617–35; **90**:759–85; **91**:743–57; **92**:437–74; **93**:589–614; **94**:871–91; **95**:720–64; **96**:754–90
—— —— Annual report of secretary on progress of industrial education, **81**:240–46; **82**:158–65; **85**:248–57
—— —— Committee on Nomenclature increased, **89**:619
—— —— First regular sessions, **76**:237–91
—— —— Organization of industrial section, **75**:100
—— —— Resolution: Secretary of Department to make annual report of progress of industrial education, **80**:234
—— —— Resolutions on change of name of Department, **88**:548
Industrial education, Dexterity before skill in (G. T. FAIRCHILD) **82**:166–72
—— Elementary course of study in, to meet needs of localities (C. M. WOODWARD) **93**:266–68; (A. P. MARBLE) **93**:268–72
—— for girls, **81**:84; Report of Committee on, **86**:296–301; Discussion, 302–4; **87**:203
—— for homeless boys, **79**:217–20
—— Forms of, best adapted to city children (C. H. KEYES) **06**:203–7
—— Handwork in the school (J. M. ORDWAY) **84** pt. II:319–33

Industrial education in France, +79:28; +80:53, 55; 82:149; 83:98; 84 pt. II: 59; 93:597–99

—— in Germany, 84 pt. II:320–21

Industrial Education in Schools for Rural Communities, Report of Committee on; Special publication, July, 1905. 97 pp. Included in this Index and referred to as **Com. Indust., 05**

—— in Schools for Rural Communities, Report of Committee on (L. D. HARVEY) 03:193–98

—— —— Argument for, **Com. Indust., 05**:10–20

—— —— Discussion on Report of Committee: J. W. Cook, J. M. Green, G. S. Hall, and others, **Com. Indust., 05**:92–97

—— in Switzerland, 93:613

—— in the consolidated school, **Com. Indust., 05**:46–50

—— in the one-room rural school, **Com. Indust., 05**:24–44

—— in the rural high school, **Com. Indust., 05**:50

—— List of articles on, 1853 to 1906, 06: 695–96

—— What a small city is doing in (H. W. COMPTON) +87:129–34

—— Modifications of secondary-school courses in (C. H. KEYES) 95:731–41

—— Objections to, 77:223; 80:38, 224

—— of women (E. S. CARR) 76:240–49

—— Pedagogical value of the school workshop, Report of Committee, 86:305–12; Discussion: 312–17

——Plea for state and national aid in (B. F. HOOD) 91:640–50

—— Relation of, to intellectual and moral training in our public schools (Z. RICHARDS) 88:563–69

—— Relations of common school to (S. R. THOMPSON) 77:218–21; (J. W. DICKINSON) +87:115–23

—— Report from the city of Boston on, +83:16–20

—— Report of Committee on Classification and Nomenclature in, 90:761–85

—— Report on Exhibits, 85:522–27; 87: 678–92

—— Resolution on Institutions for industrial education of women, 96:754

—— Some limitations in (G.T. FAIRCHILD) 88:549–55

—— Systematic manual labor in (G. T. FAIRCHILD) 77:224–31

—— What a small city is doing in (H. W. COMPTON) + 87:129–34

—— What in the field of, should be undertaken in rural schools, **Com. Indust., 05**:20–23

Industrial education, *see also* Manual training; Technical education

Industrial Education and Manual Training, Department of, 90:759–85; 91: 743–57; 92:437–74; Congress of, 93: 589–614; 94:871–91

Industrial needs of localities, The course of study and the (C. M. WOODWARD) 93: 266–68

Industrial phase of education in rural schools, How to make a place for the, **Com. Indust., 05**:50–52

Industrial schools, Apprenticeship question and (T. HAMPSON) 85:151–59

—— defined, 88:584; 91:745

—— Exhibitions of, 84 pt. I:89, 91, 92, 95, 97, 98

—— of the Canton of Aargau, Switzerland (J. HITZ) 80:25–33

Industrial training in public evening schools (C. F. WARNER) 05:570–76

—— in rural schools (A. BAYLISS) 03: 185–93; Discussion: L. D. Harvey, 193–98

——Plea for extension of (M. A. PINNEY) 95:753–59

—— What form of, is most practical and best suited to the country child (O. J. KERN) 06:198–203

Industrial work taught in classroom (Mrs. L. P. HART) 02:868

Industries, Education for the, 05:294–95

Industry and trade, The study of local (J. L. TILDSLEY) 05:682–88

Infant schools, 85:316

Influence, direct and indirect, of educational literature (W. R. GARRETT) 90:323–25

Influence of environment on the development of United States history (J. R. REDWAY) 98:139–49

Influence of expression on thought (Miss GIDDINGS) 92:298–303

Influence of a great exposition as an art educator (J. F. HOPKINS) 04:632–37

Influence of higher education on element ary schools (W. T. HARRIS) 94:128–34

Influence of manual training in elementary schools (H. M. JAMES) 90:850–58

Influence of music upon national life (A. J. GANTVOORT) 1900:145–53

Influence of poetry in education (W. M. BEARDSHEAR) 1900:153–60

Influence of religious education on the motives of conduct (Rev. E. A. PACE) 03:346–51

Influence of the art school and art museum on civic life (E. H. WUERPEL) 04:637–43

Influence of the public school nationally and internationally (G. M. GRANT) **91**: 244–54

Influence of the study of the unusual child upon the teaching of the usual (F. H. HALL) **03**:987–91; (G. E. JOHNSON) **03**:992–96; Discussion: F. B. Brandt, C. F. F. Campbell, 996–98

Influences that make for good citizenship (H. P. EMERSON) **02**:192–98

Ingerson, Carl J., Leader of Physics Conference, **01**:591–92

INGLIS, SAMUEL M.—What should the state superintendents do at the summer institutes? **97**:301–6; Discussion on Ventilation of schoolrooms, **98**:377–80

Inglis, Samuel M., *In memoriam* (E. C. HEWETT) **98**:288–91

Inner life of a normal school, The, **99**: 861–64

Inquiries on manual training, Circular of **90**:854–55n

Insanity, Tendency to (W. W. GODDING) +**82**:75–80

Insects, Some of the common, and how the children can study them (J. B. SMITH) **05**:807–14

Inspection and supervision thru assistant teachers and principals in large cities, Round Table on, **01**:276–79

Institutes in Pennsylvania (D. J. WALLER, JR.) **97**:579–80

Institutes, Teachers': Report of Committee on Normal Schools (C. C. ROUNDS) **87**: 292–96

Instruction and Discipline, Report of Subcommittee on, for Rural Schools, **97**:473–98

—— in Rural schools (R. G. BOONE) **98**: 583–88

Instruction and improvement of teachers, **95**:165–85

Instruction in Library Administration in Normal Schools, Report of Committee on (ELIZABETH G. BALDWIN) Special publication, May, 1906

Instruction, Problem of the grades (Mrs. ALICE W. COOLEY) **1900**:137–45

—— Public, in Italy (E. ROSSI) **93**:907–11

Insular education, **05**:307–9

Intellectual and moral education, translated from the French: Report on Rural schools, Appendix R, **97**:581–82

Intermediate or upper schools, Committee on, appointed **73**:35; Report of (G. P. HAYS) **74**:10–18; Discussion: A. M. Reid, W. T. Harris, C. Hammond, and others, 18–21; Committee on course of study appointed, 21

International Congress at Li ge, Recent (W. S. MONROE) **06**:351–55

International Congress of Education, the general title for Proceedings for 1893; Report of Committee on (W. T. HARRIS) **93**:26–30; Second edition of Proceedings ordered printed, **94**:45

International Drawing Teachers' Congress at Berne, Lessons to be drawn from the (C. M. CARTER) **05**:597–603

International Exposition in Paris, 1900, Our educational exhibit at the (W. T. HARRIS) **98**:122–31

International Exposition of 1893, *see* World's Columbian Exposition, Chicago

International Kindergarten Union (STELLA L. WOOD) **03**:406

Interrelation of functions in a city-school system, **06**:117–24

Interstate recognition of high-grade teachers' certificates, Report of Committee on, **05**:240–41

Inventions, Putting, into form, **82**:143–46

Investigation, Place of original, in college education (J. H. WRIGHT) **82**:91–117

Investigations in experimental psychology, Ability to make original, required of Ped. Dr., **93**:444–46

Invitations extended to Louisville meeting, **77**:15–16

—— to Nashville meeting **68**:27; Resolution of General Assembly of Tennessee, 36

Iowa, Educational journalism in (H. SABIN) **93**:840–41

Iowa State Teachers' Association, **06**:515

IRBY, A. T.—English Orphanage and Training School in Bosnia, **93**:900–3

IRELAND, Rt. Rev. JOHN.—Address before Department of Indian Education, **02**: 878; Devotion to truth: The chief virtue of the teacher, **02**:83–93; State schools and parish schools—is union between them impossible? **90**:179–85

IRISH, JOHN P.—Schools fail to give a proper preparation for active life, **88**: 144–48

Irwin, John Scull, *In memoriam*, **02**:896

Is the curriculum overcrowded? (J. H. VAN SICKLE) **01**:95–100

Isolation of the school: How it hinders and how it helps (W. T. HARRIS) **01**:357–63; Discussion: J. W. Cook, C. B. Gilbert, A. Gove, Mrs. E. F. Young, 363–66

Italy, Public instruction in (E. ROSSI) **93**: 907–11

ITTNER, WILLIAM B.—The school architecture of St. Louis, **04**:901–7

IVES, HALSEY C.—Art exhibits in the Exposition, **04**:157–63

J

JACKMAN, WILBUR S.—City training and practice schools, +89:45–52; Constructive work in education, 04:594–600; Memorial address on Col. Francis Wayland Parker, 02:399–405; Natural science for common schools, 91:581–95; 95:955; What has been accomplished in co-ordination in natural science, 95:97–103; Discussions on: Nature-study, 03:417–18; Science-teaching in elementary grades, 96:958

JACKSON, LAURA.—Value of outing system for Indian girls, 02:864–65

JACKSON, SHELDON.—Alaska's start toward citizenship [an abstract] 03:1052; Education in Alaska, +87:191–200*; *In memoriam* John Eaton, 06:283–93; Neglect of education in Alaska, +82:61–75*

JACOB, CHARLES D. —Address of welcome, 77:5–6

Jacobi, Mary Putnam, Review of *Physiological Notes on Primary Education* by (W. T. HARRIS) 90:113–18

Jacobs, W. B., Discussion on Training of teachers, 01:644

JACOBSON, AUGUSTUS.—A layman's view of manual training, 84 pt. II:293–307

Jamaica, Educational conditions in, 93:272–73

JAMES, EDMUND J.—The relation of the church to higher education in the United States, 04:68–83; Discussions on: Civic education, 84 pt. II:271–72; College dormitories, 79:107; College entrance requirements, 97:313–14; Commercial schools, 04:716–17

JAMES, GEORGE WHARTON.—Indian basketry; Its poetry and symbolism [an abstract] 03:644–45

JAMES, H. M.—Course of study: Its proper limits and divisions, 86:526–31; Influence of manual training in elementary schools, 90:850–58; Report of Committee on the Education of Girls, 338–43; Technical education of girls, 86:296–301

James, Henry Martin, *In memoriam*, 02:897

Japan, Education in (D. MURRAY) 76:68–69

Japan, The kindergarten in (A. L. HOWE) 04:398–404

—— Newspapers and education in (F. TANAKA) 76:69–70

Japanese exhibit, The, and its relation to education in Japan (M. MATSUMURA) 04:354–60

Japanese indemnity [1863], Release of the unpaid, by the U. S. (E. SHIPPEN) 73:8–14, 92

JAY, JOHN.—Parochial schools, 89:152–70

Jay, Walter M., *In memoriam*, 98:300–1

Jayne, Miss V., Discussion on English, 02:483

JEFFERS, E. T.—Self-consciousness in education, 82:8–16; Discussion on College dormitories, 79:107

Jefferson and state aid to education, 1900:461

JEFFERSON, MARK S. W.—Out-of-door work in geography, 04:583–88

Jefferson, Thomas, his plan for elementary schools, +89:285; quoted, +81:12

JEFFRIES, BENJAMIN JOY.—Education of the normal color sense, +84:143–66

Jenkins, Mrs. Sara D., Discussion on English in the grades, 1900:422–23

Jenkins, William, *In memoriam* (E. C. HEWETT) 99:240

JEPSON, B.—Elements of music in primary grades, 85:384–94; Methods and devices in teaching public-school music, 92:537–42

JESSE, RICHARD HENRY.—Coeducation as it has been tested in state universities, 04:542–47; The function of the state university, 01:606–12; Objects and methods of physical training in colleges and universities, 04:822–27; University education, 92:120–27

Jessup, Mrs. A. L., Discussion on Handwork for girls in high school, 05:588–89

Jesuits as teachers, 84:144; 85:493, 530; 87:154

JEWETT, EDGAR B.—Address of welcome, 96:44–45; Resolution on Public lands for free education, +74:60–61

Jillson, B. C., Discussion on School organization of a state, +77:109–10

Jillson, J. K., Resolutions on Death of Milton B. Hopkins, +75:105; Discussions on: The best school organization for a state, +77:109–10; National aid to education, +74:60–61

John D. Rockefeller Foundation for Higher Education, 06:493–94

Johns Hopkins, 77:114; Group system at, 86:364–66; requires drawing for B.A. degree, 93:504

Johnson, A. A., Discussion on Higher education, 95:655

JOHNSON, ANNETTE.—The manual-training system of Los Angeles, 99:928–31

Johnson, D. B., Discussion on Training of teachers, 94:120–21

Johnson, E. A., Letter on Latin pronunciation, 64:172–73

JOHNSON, EMORY R.—Business education in the high school, 98:867–73

JOHNSON, GEORGE E.—Influence of the study of the unusual child upon the teach-

ing of the usual, 03:992–96; Play in physical education, 98:948–54; Discussions on: Child-study, 03:766–67; Curvature of the spine, 98:946; Play in physical education, 98:957–58

JOHNSON, HENRY.—Academic side of normal school work, 03:577–82

Johnson, H. L., Discussion on Teacher's *vs.* scholar's knowledge, 03:564

Johnson, Isaac T., Discussion on Electives by courses or subjects, 95:592–93

JOHNSON, JOHN W.—Demands of the high school for severance from the college and the university, 90:629–33; Response to welcome, 90:93; Examinations as tests for promotions, 140–41; Secondary schools, 537–40

Johnson, O. B., Discussion on System of grading, +87:145

Johnson, Robert U., Remarks on International copyright, 90:370

JOHNSON, W. E.—Rapid reading in teaching a modern language, 04:528–31; Discussions on: Fraternities, 04:490; Rapid reading of modern language, 04:532

Johnston, Emma L., Discussion on English composition, 05:412–13

JOHNSTON, THEODORE H.—Mind and music, 95:795–801

JOHNSTON, WILLIAM PRESTON.—Address Colored Education Day at New Orleans, +85:137–46; Education in Louisiana, 86:169–91; Relation of the university to the common school, +85:80–85

JOHNSTONE, E. R.—On the training of the feeble-minded, 1900:677–80; The schools for the feeble-minded, 05:903–6

Johonnot, James, Discussions on: English grammar in common schools, 70:171; Use and value of text books, 70:196, 197; *In memoriam*, 88:678–80

Joint session of Kindergarten and Elementary Departments, 04:381–415

Jones, D. P., Address of welcome, 02:40–41

Jones, Daniel Winfield, *In memoriam*, 99:240–41

Jones, E., Remarks on Phonetic reform, 76:140; Spelling reform in England, 79:260–65

Jones, E. A, Discussion on Librarians and books, 97:1030

JONES, EDWARD D.—Essential elements of study in a university course in commerce; Point of view of the University of Michigan, 05:689–92

Jones, Frank L., Discussions on: Consolidation of schools and transportation of pupils, 01:293; Normal school, 02:211–13

JONES, FRANKLIN TURNER.—Individual instruction in algebra and geometry, 05:466–68

JONES, HENRY S.—Obstacles in the way of better primary education, +82:28–35; Discussions on: City and county supervision, +87:107; Citizenship, 88:124; City school systems, 90:464–65; Industrial education, +84:131; Report of Committee on City School Systems, 86:276–82; Report on Exhibits from normal schools, 87:695; Teachers' certificates, +87:61

Jones, Henry S., *In memoriam*, 1900:723–24

JONES, J. B, Discussion on School boards, 97:995

JONES, JOHN W.—President's address, Department of Special Education, 04:934–36

Jones, Joseph C., *In memoriam*, 98:295–96

JONES, LEWIS H.—The best methods of electing school boards, 03:158–59; Correlation of studies, 95:341–42; How can the supervising influence of grammar-school principals be improved? 06:112–14; Improvement of teachers by reading circles, 95:179–84; The province of the supervisor, 97:217–24; Report of Committee on City Normal Schools, 91:324–29; Report of Committee on the Uses of Literature in Elementary Education, 92:766–71; Response to welcome, 91:74–75; The school and the criminal, 92:208–15; Discussions on: City normal schools, 91:336; Education of the negro, 90:515–18; Essentials in a course of study for children, 93:257–60; Individualism in mass education, 95:406; education, 95:406; Inspection and supervision, 01:276; Nature-study, 487; Simplified spelling, 01:221; On Report of Committee on Industrial Education for Rural Communities, **Com. Indust.**, 05:96

JONES, MARY LOUISE.—Relation of the library to the pupil teacher, 99:488–98; School reading thru the public library, 99:1143–48

JONES, RICHARD.— College-entrance requirements in English, 97:684–94; German methods of using the mother tongue, 94:471–82; The moral and literary responsibility of librarians in selecting books for a public library, 97:1025–28; Discussions on: Aesthetics in education, 97:345; Librarians and books, 97:1029; State aid to education 1900:463–64

Jones, Sam., Discussion on The school of the future, 91:101

JONES, WILLIAM CAREY.—Historical sketch of higher education on the Pacific coast, 88:444–51; Prospects for a federal educational union, 95:594–600; Discussion on Current criticism of public schools, 88:165

Jordan, Charles M., Discussion on Supervising influence of grammar-school principals, **06**:114–15

Jordan, David Starr.—Apology for the American University, **99**:213–25; Nature-study and moral culture, **96**:130–39; Discussions on: College entrance, **99**:632; Continuous sessions, **99**:827; Liberal education, **93**:155; Greek for A.B. degree, **93**:135–37

Jourdan, M. S., Discussion on Froebel and child's language, **02**:423–24

Journalism, Educational (C. W. Bardeen) **06**:506–14

Journalism, Educational, Congress of, 1893, Topics and papers read at, **06**:656

Journalism, Educational, Department of, **93**:809–51

Journalism, Educational, in Utah, Colorado, and Kansas (J. MacDonald) **93**:843–45

Journalism, Educational, its tribulations and triumphs (John MacDonald) **99**:196–202

Joyner, J. Y.—Consolidation of schools, **04**:313–16

Joynes, Edward.—Classical studies, **73**:131–40; Position of modern languages in higher education, **76**:111–23; Remarks, **73**:96

Judd, Mary C.—Indian characteristics, **05**:936–38

Judson, Harry Pratt.—*In memoriam* William Rainey Harper, **06**:293–96

Judson, Isaac N., Leader of Greek Conference, **01**:589–90

Julian, Paph, Discussion on Indian educational exhibits, **04**:983

Juvenile court, Criminal tendencies in the (C. W. Waddle) **04**:797–99

Kaltenbach, Millicent.—Room libraries, **97**:1021–25

Kansas, Educational journalism in, **93**:844

—— Normal education in (L. B. Kellogg) **66**:122–30

Kansas City (Mo.) high schools, Statistical information on (J. M. Greenwood) **01**:490–00

—— method of appointing and advancing teachers (J. M. Greenwood) **05**:248

Kansas securities, Disposition made of, **06**:15

Kansas State Agricultural College, Teaching of household economy at, **87**:545–47

Kappes, J. H., Discussion on Vocal music, **93**:520, 521

Karnes, Matilda T.—Geometry in our schools, **91**:651–57

Karr, Grant.—How can the normal school best produce efficient teachers of the elementary branches? **05**:533–39; Discussions on: Instruction in psychology, **02**:246; Teacher's *vs.* scholar's knowledge, **03**:564–65

Kealing, H. F., Discussion on Moral training, **86**:145; Remarks, 234

Keane, John J.—Relation between educational methods and educational ends, **93**:43–48; Relation of our colleges to civilization, **93**:161–64; Should Americans educate their children in denominational schools? **89**:114–23; 147–52

Keating, J. F., Discussions on: Coeducation in high schools, **03**:300; Economics, **99**:624; Examinations, **02**:181; Superintendent's time, **03**:228

Kedzie, Mrs. Nellie S.—Need of manual training for girls, **96**:756–60; Remarks on Industrial education for girls, **87**:545–46

Keeler, H. A.—Language lessons in elementary schools, **74**:264–69

Keeler, Harriet L., Discussions on: English, **04**:509; Primary school curriculum, **94**:740; Leader of Round Table in English, **97**:684–94

Keiff, Silas C., Discussion on Elocution, +**88**:57

Keith, John A. H., Round-Table Discussion on Psychology and child-study in normal schools, **02**:245–46

Keller, Helen, **93**:302–3

Kelley, A. H.—Response to address of welcome, Department of Special Education, **02**:830–31

Kelley, W. D., Remarks on Plans for Centennial Exposition, +**74**:57–59

Kellogg, Amos M.—The purpose and reward of educational journals [abstract] **93**:825

Kellogg, Brainerd.—Usage the authority in language, **92**:357–65

Kellogg, Mrs. Eva D.—Needs in American education, **84** pt. II:131–43; Progress in primary education, **95**:1004–9; Discussion on Nature-study, **96**:155–6

Kellogg, J. H.—Physical deterioration resulting from school life, **96**:899–911*

Kellogg, L. B.—Normal education in Kansas, **66**:122–30

Kellogg, Martin.—Should universities be of one type? **93**:104–8

Kelsey, David M.—Music in the new education, **94**:928–39

Kelsey, F. W., Discussion on Translations from the classics, **96**:574

Kendall, C. N.—The management of special departments, **04**:271–76; Discussion on Supervising influence of grammar-school principals, **06**:114–15

KENNEDY, JOHN.—The need of individual instruction, 01:295–300; Discussion on Individual instruction, 01:303

KENT, Mrs. E. M.—Modeling in public-school work, 94:915–24

Kentucky State Teachers' Association, Delegates from, to Nashville meeting, 68:22

Keppel, F. P., Discussion on Accredited schools, 02:504

KERN, O. J.—Educational possibilities for the country child in the United States, 04:89–94; What form of industrial training is most practical and best suited to the country child? 06:198–203; Discussion on Consolidation of schools and transportation of pupils, 01:293

Kern, W. M., Discussion on Twelve-year course of study, 05:435

KEYES, CHARLES H.—Differentiation of the American secondary school, 99:412–21; Forms of industrial education best adapted to city children, 06:203–7; Henry Barnard's home life, and his work in Connecticut and Rhode Island, 01:400–6; Modifications of secondary-school courses, 95:731–41; The necessity for special manual-training high schools, 05:576–79; Preparation of manual and industrial training-teachers a function of the technical school; Report of the Committee, 96:421–26; Discussions on: Class intervals, 1900:340; Domestic science, 01:587; Handicraft, 01:656; Rhythm in the kindergarten, 01:538–39; Secondary schools, 99:421–22

Kieffer, John B., Discussion on Future of the small colleges, 94:804–6

KIEHLE, DAVID L.—Address of welcome, 90:77; Address of welcome, Kindergarten department, 02:410–11; closing remarks as president, 94:590–92; Duties of county superintendents, +86:89–93; Intellectual needs of rural schools, 97:132–39; Place and function of the agricultural college, 90:213–18; The practical application of all learning to better living, 02:182–88; Report of Committee on State School Systems on Compulsory education, 91:294–97; Response to welcome, 89:68; True place of a normal school in the educational system, 82:175–80; Discussions on: Aesthetics in education, 97:345; Compulsory education, 91:298, 303–5; Economy in education, 95:457; Electives, 97:384; Grading of country schools, 92:801; Higher education, 94:624; Moral instruction, 95:445; Qualifications of teachers, +88:68–69; State supervision, 90:440–41; Temperance instruction, 1900:256; Training of teachers, +89:42–44; 95:526; Ungraded schools, 95:472

Kilbon, George B., Discussion on Manual training, 94:277

Kilpatrick, Mr., Discussion on Physical training, 05:772

Kimball, H. I., Remarks on The Cotton Exposition, 81:160–64

KIMBERLIN, Miss N. D.—Physical training in public schools, 95:946–48; 97:898–900

Kindergarten, The [President's address] (Mrs. MARIA KRAUS-BOELTE) 99:533–36; 1900:367–70

—— Adaptation of Froebel's system to American institutions (W. N. HAILMANN) 72:141–47

—— Allies of the (CAROLINE T. HAVEN) 96:504–10

—— and child-study (JOHN DEWEY) 97:585–86

—— and public schools (A. S. DRAPER) 92:176–77

—— and the elementary school, as illustrated in their exhibits: I. From the kindergarten standpoint (PATTY S. HILL) 04:383–89; II. From the standpoint of the school (C. B. GILBERT) 389–95; Discussion (A. C. Ellis) 395–96

—— and the home [an abstract] (Mrs. J. L. HUGHES) 95:531–33

—— and the mission of women (Mrs. J. KRAUS-BOELTE) 77:207–16; Discussion: Z. Richards, 216

—— and the primary school (W. T. HARRIS) 91:531–32

—— —— their relation to the child and to each other (E. A. NEWMAN) 1900:390–96

—— and the social settlement (A. HOFER) 95:514–25

—— Application of Froebel's educational principles in the (W. N. HAILMANN) 86:504–11

—— Artistic simplicity of child work (AMALIE HOFER) 92:279–85

—— as a basis for life (Frau H. SCHRADER) 93:346–51

—— as a part of our common-school system, 79:17

—— as a school of life for women (Discussion: K. D. Wiggin) 88:357–59

—— as illustrated in its exhibits (P. S. HILL) 04:383–89

—— the basis of new education (A. S. DRAPER) 92:179

—— Character-study in the (T. P. BAILEY) 99:541–46; Discussion: W. N. Hailmann, 546–47

—— Characteristics of Froebel's method (Mrs. J. KRAUS-BOELTE) 76:211–29*

—— Child's song (M. R. HOFER) 98:602–4

Kindergarten, Current criticism of the (M. V. O'Shea) 05:365–70; Discussion: M. Giddings, E. G. Lancaster, C. G. Pearse, 370–72
—— development of the inner life of the child (Mrs. M. Kraus-Boelte, 98:608–14
—— Discussion on claims and advantages of the (A. Gove, Eliz. Harrison, E. P. Seaver) 92:636–44
—— Duty of the state in relation to the (A. S. Draper) 92:174–86
—— Education of children below the school age (F. A. Fitzpatrick) 92:626–36; Discussion: A. Gove, Eliz. Harrison, E. P. Seaver, 636–44
—— Essential principles of the system (A. Brooks) 94:696–701
—— Ethical culture in the (I. Shepard) 92:96–101
—— Free, and kindergarten training (Mrs. Louise Pollock) +79:39–42
—— —— Children of our cities (M. E. McDowell) 96:491–96; Discussion: E. Barnes, 496–97
—— —— Letter from Agnes M. Manning on, 93:341
—— —— Problem of the city (E. B. Payne) 96:510–14
—— Froebel's system of (Mrs. J. Kraus-Boelte) 73:237–41
—— Has child-study any help for the (Bertha Payne) 97:586–93
—— How does the routine of the, develop the child physically? (Mrs. A. M. Hughes) 05:347–50; Discussion: E. H. Arnold, C. F. Carroll, 351–54
—— Ideal play in the (S. P. Pollock) 98:604–8
—— Ideal relation of, to primary schools [abstract] (Lucy Wheelock) 94:702–3
—— in Austria (Mrs. Ottilia Bondy) 93:366–69
—— in England (E. A. E. Shirreff) 93:360–66
—— in Germany (Mrs. S. P. Harriman) 95:525–30
—— in its relation to motherhood (Mrs. S. B. Cooper) 89:467–73
—— in Japan, The (A. L. Howe) 04:398–404
—— in the education of the blind (Miss E. Beebe) 87:351–61
—— in the mother's work (Mrs. E. P. Bond) 85:352–59
—— in the public schools (C. B. Gilbert) 97:603–604
—— Influence of the, upon the schools [abstract] (F. L. Soldan) 98:619
—— its use and abuse in America (J. Kraus) 77:186–207
—— Knowledge of the, indispensable in primary instruction (S. L. Arnold) 95:557–60
—— List of articles on, 1872 to 1905, 06:696–99
—— Methods of child-study in the (J. B. Merrill) 97:598–603; (L. A. Palmer) 04:794–97
—— Modeling in the (E. A. Spring) 80:19–20
—— Music in the (A. M. Stoval) 99:559–63
—— Organic connection between the, and primary school (Miss N. Cropsey) 91:538–45
—— Organic union of, and primary school (S. B. Cooper) 93:336–42
—— Practical psychology in the (C. Mackenzie) 92:285–92
—— Problem of the city (Ellise B. Payne) 96:510–14
—— Relation of the, to manual training (C. T. Haven) 92:443–48
—— —— to the primary school (J. W. Dickinson) 85:360–63
—— Relations of, to the school (W. T. Harris) 79:142–58; Discussion: R. R. Burritt, L. E. Patridge, W. E. Sheldon, and others, 158–63; (J. L. Hughes) 94:483–89
—— Resolution on, as part of public school system, 94:416
—— Resolutions on incorporating, into public-school system, 85:19; 95:33; Report of Committee on, 88:41
—— Rhythm in the (E. R. Lindgren) 01:532–38
—— Schoolishness in the (W. N. Hailmann) 90:565–73
—— Shall reading and writing be taught in the (Mrs. A. H. Putnam) 93:327–28
—— Social influence of the, in the home and district (R. W. Gilder) 03:388–94
—— Some criticisms of the (N. M. Butler) 99:536–41
—— Some essentials of the (Mrs. E. Hailmann) 85:364–68
—— The song in the (Constance Mackenzie) 93:331–36
—— The spirit of the, 92:184
—— Story telling in the (N. A. Smith) 89:453–54; (E. Poulson) 92:292–98; (M. T. Hotchkiss) 93:351–55; (Sara E. Wiltse) 96:473–78
—— To precede the primary course, 76:59
—— Value of animal pets in the (A. E. Harvey) 04:432–37

—— Value of ideals in "Mother-play book" (E. HARRISON) 98:592–98

—— What can the, do for history and literature in the higher grades? (S. E. WILTSE) 94:691–96

—— What Froebel's system is, Report of Committee (J. W. DICKINSON) 73:230–37

—— What has the World's Fair done for us? Opening address (C. MACKENZIE) 94:682–85

—— Work and play in the (Mrs. A. H. PUTNAM) 01:502–7

Kindergarten, The, *see also*, Froebel

Kindergarten and Elementary Departments, Joint session of: 04:379–471

Kindergarten child, The hygiene of the (W. H. BURNHAM) 04:416–22

—— Mental and moral development of the (C. C. VAN LIEW) 99:551–59

—— physically (F. L. BURT) 99:570–74

Kindergarten discipline, What is (M. J. MILLER) 04:427–31; Discussion: E. Harrison, F. Lawson, J. B. Merrill, E. A. Waldo

Kindergarten Education, Congress of, 1893, Topics of papers read at, 06:653

Kindergarten Education, Congress of: 1893, Topics of papers read at, 06:653; 85:349–68; 86:500–11 (joint session with Elementary Department); 87:332–61; 88:325–59; 89:443–82; 90:545–81; 91:529–68; 92:253–303; 93:321–81; 94:679–704; 95:510–60; 96:471–514; 97:584–613; 98:589–619; 99:530–74; 1900:365–402; 01:500–39 (joint session with Child-Study Department); 02:409–29; 03:377–406; 04:379–471 (joint session with Elementary Education Department); 05:341–72

—— —— Address of welcome (B. P. MANN) 98:590–91

—— —— President's address (Mrs. J. L. HUGHES) 91:258–60; (E. HOLMES) 01:523–27; (M. J. MILLER) 05:342–43

Kindergarten exhibits: Chicago, Ill., 87:711–12; Madison, Wis., Report of Committee on, 84 pt. 1:86–88; Nashville, Tenn., 89:52; New Orleans, La., 85:546–51; San Francisco, 88:710–13; St. Paul, 90:66–71; Toronto, Ont., 91:49–54

Kindergarten gifts, The (H. NIEL) 1900:383–90

Kindergarten idea, Related development of morality and intelligence in the (Mrs. L. T. NEWCOMB) 94:686–90

Kindergarten literature, 91:566

Kindergarten message to mothers, A (Mrs. A. M. HUGHES) 98:614–19

Kindergarten methods, +89:135; (A. E. BRYAN) 90:573–81; (Mrs. J. L. HUGHES) 91:533–38

Kindergarten Normal Institute of Washington, D. C., +80:59

Kindergarten plays and games, Changes in (S. A. STEWART) 93:328–31

Kindergarten principles in social work (JOSEPH LEE) 03:378–82; Discussion: M. Anagnos, C. W. Eliot, J. J. Greenough, F. L. Soldan, 383–88

Kindergarten spirit, Influence of, on higher education (J. L. HUGHES) 96:378–90

Kindergarten students, The need for English study by (M. C. MAY) 02:425–29

—— have eyes and ears (L. F. WHEELOCK) 90:560–65

Kindergarten symbolism, as illustrated in the *Mutter- und Kose-lieder* (LAURA FISHER) 92:260–71

—— —— To what extent is the use of, justifiable? (EARL BARNES) 93:355–56; (Mrs. E. L. HAILMANN) 356–60

Kindergarten teachers, Ideal professional training-school for, with chart (C. H. M'GREW) 88:339–59

—— —— Preparation of the (Mrs. L. P. HOPKINS) 93:344–46

—— —— Professional training of (Mrs. E. L. HAILMANN) 92:272–78

—— —— Some things a kindergartner should know (W. E. SHELDON) 91:554–68

Kindergarten theory tested by experience (A. E. FREDERICKSON) 91:545–51

Kindergarten training, 81:129

—— —— Effects of, on the primary school (I. SHEPARD) 90:554–60

—— —— Value of, in normal schools (CLARA A. BURR) 87:335–38

Kindergarten training-school in the education of young women (C. M. C. HART) 03:395–400

Kindergarten Union, International (S. L. WOOD) 03:406

Kindergarten Union, Report of Committee on organization of, 92:256–57

Kindergarten work among the Indians (B. FINLEY) 1900:705–6

—— —— and mission from the standpoint of an outside observer (H E. STARRETT) 90:547–54

—— —— and principles in the school (K. BEEBE) 97:604–13

Kindergartens a prevention of criminal idleness (E. MARWEDEL) 93:376–79

Kindergartens in Austria (Mme. O. BONDY) 04:415–16

Kindergartens in the southern states, and some of the countries south of the United States (E. A. WALDO) 04:411–15

—— Methods of public school (H. M. MILLS) 05:354–60; Discussion: C. B. Gilbert, A. Van S. Harris, O. H. Lang, J. B. Merrill, J. F. Reigart, 360–65

Kindergartner, Preparation of the (Mrs. L. P. HOPKINS) 93:344–46

Kindergartners, The child in the training of (N. OPPENHEIM) 05:344–46

—— A mother's advice to (Mrs. C. E. MELENEY) 1900:370–76

—— The need of, in the South (P. P. CLAXTON) 1900:376–83

KING, FRANCIS T.—Education of the white children of the South, 69:10–11

King, H. G., Discussion on History, 03:485

King, Henry C., Discussion on Course of Study for high schools, 89:531–33

King, W. F., Discussion on: College electives, 95:660; Report of Committee of Ten, 94:665–66; Shortening undergraduate curriculum, 98:720; State universities, 01:612

King Alfred Memorial Celebration, Letter regarding the (C. M. GAYLEY) 99:40–43

Kingsford, A. S., Discussion on European history, 02:483

Kingsley, H. H., Discussion on Art and manual training, 02:578–79

KINGSLEY, ROSE, and MARY GURNEY.—High school for girls in England, 93:225–34

KIRBY, CLARENCE VALENTINE.—Elementary preparation in drawing for secondary schools; What may reasonably be expected, 02:589–94

Kirby, Lydia A., Discussion on Primary-school curriculum, 94:737–40

KIRBY, MAURICE.—Study of social economy in public schools, 77:82–86

KIRCHNER, A. H.—Schoolhouse construction—The important ends to be attained in planning and building of schoolhouses, 97:996–1003

KIRK, ALFRED.—What moral uses may a recitation be made to subserve? 71:67–77

KIRK, JOHN R.—Response to address of President Roosevelt, 05:150–51; Discussions on: English in the grades, 1900:423; Grammar school, 426–27; Heads of departments, 02:538; Improvement of teachers, 95:190–91; Normal-school scholarship, 03:590–92; Training of teachers, 01:644; Work of the superintendent in small cities, 01:282

KIRK, THOMAS J.—Address of welcome, 99:48–51

KIRKE, THOMAS H.—Relation of the normal school to the academy, 88:503–12

Kirkland, Cordelia, Discussion on Language in secondary schools, 93:211

KIRKLAND, THOMAS.—Gradation of normal school and training schools, 93:410–14; Response to address of welcome, 89:70; Discussion on City normal schools, 91:535–36

KIRKPATRICK, E. A.—Some simple methods of recognizing physical fitness and unfitness of school children for school work, 05:760–66; Discussions on: Child-study in normal schools, 05:719–21; Physiology of childhood, 02:727–29

Kirkwood, Daniel, *In memoriam*, 95:206

KIRTLAND, JOHN C.—College requirements and secondary school work in classics, 05:470–73

KISSACK, ROBERT ASHTON.—Drawing and constructive work as shown by exhibits at the St. Louis Exposition, 05:612–15

Kissell, A. S., Letter, 72:116

KITTREDGE, A. O.—The bookkeeping and accounting of the periodical-publishing business, 98:880–82

Kleinsorge, John Arnold, *In memoriam*, 01:928

Klemm, Mrs. Clara D., Discussion on Mathematics, 04:522

KLEMM, L. R.—New departure in teaching geography, 85:330–38; Some serious errors in teaching, 86:149–59; Discussion on School statistics, 90:387–89

KLINE, LINUS W.—Contributions of zoölogical psychology to child-study, 04:776–82; Discussion on Waywardness in children, 04:801–2

Knight, G. W., Discussions on: Accredited schools, 02:504; European history, 02:481–82

Knight, R. F., Discussion on Mathematics, 04:521, 522

Knight, T. H. H., Jr., Commercial Studies Conference, 01:580–81; Discussion on Commercial course, 03:725–26

Knowledge, The function of, in education (C. B. GILBERT) 02:331–40; Discussion: J. W. Cook, C. B. Gilbert, 340–42

—— What, is of most worth (N. M. BUTLER) 95:69–80

KNOX, GEORGE PLATT.—The nature and educational value of the scientific exhibits of high schools and colleges of the United States at St. Louis, 04:849–53

KOVALEVSKY, ERGRAFF.—Address before International Congress of Education, 93:55–56; Manual training in Russia, 93:604–5; Should rural schools introduce agriculture, chemistry, agricultural botany, or arboriculture? 93:304–7

KRATZ, H. E.—Fatigue and sense defects, **97**:280–84; How may fatigue in the schoolroom be reduced to the minimum? **99**:1090–96; Promotions and grading, **99**:373; Report on child-study in Iowa, **95**:893–95; A study in musical interpretation, **1900**:590–91; Discussions on: Biological science and education, **98**:175; The grade meeting, **96**:258–60; Physical training, **01**:769–70; Social basis of conscience, **98**:199–201

Kratzer, G. A., Discussion on Baccalaureate course, **03**:515

KRAUS, JOHN.—The kindergarten: Its use and abuse in America, **77**:186–206

Kraus, John, *In memoriam* (HORACE S. TARBELL) **96**:229–30

KRAUS-BOELTE, Mrs. MARIA.—Characteristics of Froebel's method, kindergarten training, **76**:211–29*; The development of the inner life of the child, **98**:608–14; The kindergarten and the mission of women, **77**:207–16; President's address, Kindergarten Department, **99**:533–36; **1900**:367–70

Kriedel, O. S., Discussion on a Federation of Secondary-school Associations, **03**:479

KROH, CARL.—The German system of gymnastics, **97**:883–89

KROHN, WILLIAM O.—The development of the will through physical training, **97**:873–80; "Educative" physical education, **02**:740–44; Minor mental abnormalities in children, **98**:162–72; Physical education and brain building, **03**:818–23; Physical training as corrective of brain disorderliness, **01**:759–60; Discussions on: Biological science and education, **98**:175, 176, 178; Medical inspection, **01**:239–40

KRUG, JOSEPH.—Recent changes in methods of teaching foreign languages, **96**:575–85; Discussion: Eliz. Schugens, H. Woldmann, 585–86; Leader of German Conference, **01**:590–91

Kunze, W. F., Discussion on High-school chemistry from the city superintendent's point of view, **03**:878

L

L., F. M.—Convent education, **93**:879–83

Labor, Educated (L. S. THOMPSON) **79**:203–8

—— True American idea of (W. N. ACKLEY) **88**:238–43

Labor question: Study of social economy [abstract] (M. KIRBY) **77**:82–86

Laboratory methods in elementary schools (C. B. SCOTT) **94**:191–97; Discussion, 198–99

Laboratory tests as a means of child-study (M. C. WILLIAMS) **04**:770–76

Laboratory the place to teach fundamental principles (L. G. SMITH) **03**:878

Laboratory work in elementary physiography (R. H. CORNISH) **97**:928–35

Laboratory work in high-school physiology (J. E. PEABODY) **03**:867–71

Laborer, What the public school should teach the American (G. H. HOWISON) **88**:243–49

LACHMUND, Mrs. FANNIE.—Address of welcome, Kindergarten and Elementary Departments, **04**:381–83

LA FOLLETTE, HARVEY M.—School statistics as the basis of legislative or official action, **90**:377–84; Discussion on County institutes, +**88**:45

LAGERSTEDT, N. G. W.—The public educational system of Sweden, **93**:289–94; The Swedish educational exhibit and its relation to the schools of Sweden, **04**:349–54

LAING, MARY E.—Should teachers in preparation have instruction in theoretical and practical child-study? **97**:296–97

LAIRD, S. B., Discussion on Character-making, **99**:284–85

LAKE, THEODORE F.—The phonograph as an aid in teaching shorthand, **01**:754–57

LANCASTER, E. G.—The adolescent at home and in school, **99**:1039–43; President's address, Department of Child-study, **05**:708–10; Discussions on: Criticism of kindergarten, **05**:372; Nature and needs of adolescents, **02**:738

Land-grant college, The function of the, in American education (W. M. BEARDSHEAR) **1900**:473–79

Land-grant colleges, Technical instruction in (J. M. GREGORY) **80**:229–34

Land-grant colleges, *see also* Agricultural colleges

Land grants, for a national education fund, +**77**:147

—— for educational purposes (D. REED) **73**:39–43, 121; (G. W. ATHERTON) **73**:63–73

—— for Schools in Connecticut, +**77**:125–26 n

—— History of, by the General Government (JOHN EATON) +**77**:113–47

—— Letter pertaining to (JAMES ROLLINS) **81**:66–68

—— National aid for education through, +**80**:72–82; **81**:159; **84** pt. II:33–34

—— Necessity for, in the South (L. TROUSDALE) **75**:83–85

—— Public provision by, *vs.* private gifts (A. D. WHITE) **74**:63–73

Land grants, Resolution on, for District of Columbia, +77:166

—— Resolutions on the sale of public lands by Congress, 72:108; 73:75, 92; 74:138.

—— State and city endowments (J. McCosh) 73:32–35

—— to provide colleges for women, 79:98–99

Lane, Albert G.—Address as president-elect, 92:240–41; Address of welcome, 87:56–57; Address of welcome and presentation of Dr. James B. Angell, as permanent chairman of the general sessions International Congress of Education, 93:30–32; Communication on city-school systems, 95:389; County institutes, +89:69–76; George Howland, *In memoriam*, 94:222–23; Remarks introducing President Butler, 95:19–20; Representation of educational systems at the World's Exposition, 92:161–65; Response to welcome, 94:54–57; 97:49–50; 03:44; 05:58; Taxation and teacher's salaries, 02:323–28; Discussions on: Columbian Exhibit, 94:527; Compulsory attendance, 93:83; County supervision, +87:111–13; Grading for country schools, +87:155; Improvement of teachers, 94:457; Inspection and supervision, 01:279; School attendance, 93:83

Lane, Albert Grannis, *In memoriam* (John W. Cook) 06:297–311; Trustees on death of, 06:14

Lane, Frederick Hiram, *In memoriam*, 1900:724

Lane, Horace M.—Organization of education in Brazil, 02:506–11

Lang, Ossian H.—The common-school community, 02:387–90; Ideal and practical considerations in educational journalism, 99:210–12; *In memoriam* Silas Saddler Packard, 99:245–46; Some cautions to be observed in child-study, 98:898–902; Discussion on Kindergarten methods, 05:363–64

Langley, Elizabeth Euphrosyne.—Manual training in the elementary school, 03:645–51

Language as an educator (Z. Richards) 85:322–29

—— Change from grammar to, 72:154

—— Direct method of teaching a modern (E. Wolf) 05:475–77; Discussion: O. S. Westcott, 477–79

—— Hindrance to the development of (C. Adams) 02:412–17

—— how acquired, +89:147

—— How Froebel planned to foster the child's power in (Mrs. A. H. Putnam) 02:417–21; Discussion: S. C. Brooks, Mrs. A. W. Cooley, Mrs. J. N. Crouse, A. Van S. Harris, E. Harrison, M. S. Jourdan, C. G. O'Grady, Mrs. A. H. Putnam, 421–25

—— in a course of study, 80:114; 83:76

—— in elementary programs, 88:305

—— in elementary schools (H. A. Keeler) 74:264–69; (Z. Richards) 77:175–80

—— Mother-tongue superior to a foreign, 73:151–56

—— The part it plays in a liberal education (J. Bascom) 84 pt. II:273–82

—— Teaching, to the deaf (F. W. Booth) 02:831–36

—— Teaching our, to non-English-speaking pupils (G. Straubenmüller) 05:413–19; Discussion: Ida Mighell, 420–21

—— Usage the authority in (B. Kellogg) 92:357–65

Language and public speaking, 94:779

Language expression in the elementary school (P. Chubb, D. J. Long, F. W. Cooley) 04:452–68

Language-studies in secondary schools (D. W. Abercrombie) 93:199–204; Discussion, 205–11

Language-study, Report of Subcommittee on Correlation of Studies on, 95:290–96; What kind of, aids in the mastery of natural science? (W. T. Harris) 06:73–79

Language-teaching, its importance and methods (H. F. Harrington) 75:153–71

Languages, Should the amount of time given to, in our secondary schools be diminished to make room for the sciences (C. F. P. Bancroft) 93:196–98; (D. W. Abercrombie) 93:199–204; Discussion: H. L. Boltwood, R. E. Cutler, M. Merrill, E. Osterburg, W. T. Poynter, W. H. Snyder, and others, 205–11

Languages, Ancient, *see* Classical education, Classics, Greek language, Latin language

Languages, Modern, in the primary grades, 99:726–29

—— —— Position of, in higher education (E. S. Joynes) 76:111–23; Discussion: C. F. Raddatz, W. C. Sawyer, R. Spalding, 124–28

—— —— Proposal of three national grades of preparatory instruction in the, 99:726–32

—— —— Reading, with translations, 76:127

—— —— Recent changes in methods of teaching (J. Krug) 96:575–85

—— —— Teaching of, in England (C. H. S. Brereton) 06:366–77
—— —— Value of, in secondary education, 99:710–14
—— —— Which should come first, Latin or some modern language? (C. W. Pearson) 93:234; (W. W. Smith) 93:235–40; Discussion, 241–42
Langzettel, Mrs. Marion B. B., Discussion on Mothers' classes, 03:405–6
Lansdon, W. C., Discussion on U. S. History in secondary schools, 98:84–85
Lanza, G.—Educational process of training an engineer, 93:569–81, 582; Discussion on Educational value of engineering, 93:586
Larimer, H. G., Discussion on The school and the criminal, 92:215–16
Larkins, Charles D.—Effects of manual training, 95:748–52; Discussion on Industrial education, 95:747
Larsen, Joakim.—History of physical education in Denmark, 93:664–69
Larsson, Gustaf.—Sloyd and the Russian system of manual training, 93:599–603; Discussion on Problems in manual training, 03:285–88
Lasell Seminary, 82:160
Latham, O. E., Discussion on Duties of teachers, +87:92–93
Lathrop, Delia A.—Object lessons, their value and place, 70:49–58; President's address, Elementary Department, 72:125–26; Professional training of teachers, 75:138–45; Training-schools, their place in normal-school work, 73:180–89
Latin, Courses of, in secondary schools, 99:689–702
—— Discussion of Report of Committee of Ten on (J. T. Buchanan) 94:152–55
—— in high school, 87:437–41
—— in secondary schools, Report of Round-Table Conference on, 92:373
—— or a modern language, which first (W. Smith) 93:235–40; Discussion, 241–42
—— Report of Committee of Twelve of American Philological Association on study of, 96:560–62
—— Roman pronunciation of, 92:95
—— Shall it be a required study? (W. W. Smith) 94:752–59
Latin and Greek, Committee on rules for pronunciation of, appointed, 71:206; Report of (H. M. Tyler) 72:230–32; Discussion: A. Harkness and others, 232
—— Pronunciation of (H. M. Tyler) 71:192–203; 77:113
—— Round Table on, 97:660–70
Latin Conference, Report of, **Com. Ten,** 94:60–75
Latrobe, F. C.—Address of welcome, 76:6
Laughlin, Ada M.—Moral value of art education, 90:141–49
Lavers, E. C., Discussion on Mathematical instruction, 96:595–96
Law, Should an antecedent liberal education be required of students in (W. Wilson) 93:112–17
Law, The, and the day school for the deaf (S. Wesselius) 01:870–76
Laws, Summary of state, relating to school libraries, 06:277–81; **Lib. Adm.,** 06:67–71
Laws and ethics of business (N. M. Rowe) 97:818–24
Laws of mental congruence, Report on (B. A. Hinsdale) 95:482–97; Discussion, 497–500
Lawrence, Isabel.—Children's interests in literature, 99:1044–51; Common-school branches from a professional point of view, 90:739–44; How shall children be led to love good books? 01:850–58; A problem for women's clubs, 05:724–27; Discussion on The practice school as a public school, 96:659; Leader of Round Table of Training Teachers, 01:294–95
Lawrence, William.— Constitutionality of national aid to education, +83:54–58
Laws, S. S.—University education, its scope and aim, +79:190; Discussion on Psychology of imitative functions, 94:642–43
Lawson, Florence.—Address of welcome, Kindergarten Department, 99:531–33; Discussion on Kindergarten discipline, 04:432
Lazenby, William R.—Manual training in horticulture, 98:776–78
Leach, Abby, Discussion on Classics, 03:473
League of Library Commissions, 06:486
Learning by doing (H. B. Frissell) 01:893–96
Learning, The practical application of all, to better living (D. L. Kiehle) 02:182–88; Discussion: Mrs. V. C. Meredith, N. C. Schaeffer, F. Trendley, G. E. Vincent, 189–91
Leavitt, F. M., Discussions on: Manual training, 03:652–54; Value of manual training, 05:569
Le Conte, Joseph.—Effect of the theory of evolution on education, 95:149–61; Remarks on Science in secondary schools, 95:956–57; Lecture teaching in European schools, 72:235; in secondary schools, 96:625–27
Le Conte, Joseph, *In memoriam,* 01:928
Ledyard, Mary F.—Relation of imitation to originality and consequent freedom, 99:547–51

LEE, CHARLES A.—School hygiene, **68**:26

LEE, JOSEPH.—Kindergarten principles in social work [an abstract] **03**:378–82

LEFEVRE, ARTHUR.—Increasing the efficiency of rural schools, **04**:309–13

Legal education in the United States (L. DIMSCHA) **93**:48–52

LE GARDE, ELLEN.—Physical training in the public schools, **97**:904–6; Discussions on: Curvature of the spine, **98**:945; Scope of public school, **03**: 1004–5

Legislation and modern school building (C. H. PARSONS) **01**:815–20

Legislation in school architecture (C. B. J. SNYDER) **05**:843–49

Legislation, Physical education (Mrs. F. W. LEITER) **01**:760–65

Legislation, Proposed, respecting national aid to education, +**84**:106–12

Legislation, To what extent can a public-school system be improved by (L. E. WOLFE) **92**:198–204

Leibig, Mr., Discussion on Biological science and education, **98**:176

LEIGH, EDWIN.—Phonetic method, **73**: 207–19; Memorial on Rights of children to an education, +**77**:174–75

LEIPZIGER, HENRY M.—Adult education, **04**:284–94; Education as affected by manual training, **92**:439–43; Progress of manual training, **94**:877–80; Remarks on Manual training, **87**:544; Discussion on manual training, +**89**:107–8

LEITER, Mrs. FRANCES W.—Educational equipoise, **92**:127–41; Physical education legislation, **01**:761–65; Discussions on: Military training in the schools, **96**: 926–28; Physical training, **97**:897–98

LELAND, CHARLES G.—Industrial education in Philadelphia (letter) +**83**:20–23:Mission of the class library, **03**:953–56

Lemmon, A. B., Discussion on Best school organization for a state, +**77**:108–9

Lemmon, T. G., Discussions on: Indian educational exhibits, **04**:984–85; School organization of a state, +**77**:108–9

LENFEST, B. A.—Character, content, and purpose of high-school courses in manual training, **1900**:495–501

Length and content of commercial courses (W. DOGGETT) **02**:661–64

LEONARD, FRED E.—Physical training in the colleges, **97**:909–15

Lessons from American educational history (A. D. MAYO) **98**:223–28

Lessons in school administration at the St. Louis Fair (C. M. WOODWARD) **04**:907–10

Lessons to be learned from teaching language to the deaf (F. W. BOOTH) **02**: 831–36

Letter, The, killeth (ANNA E. BRYAN) **90**: 573–81

Letters of regrets from superintendents of states, +**75**:78–79

Leupp, Francis E., U. S. Commissioner of Indian Affairs (ESTELLE REEL) **05**:931–33

LEVASSEUR, PIERRE ÉMILLE.—Development and changes in primary teaching in France during the Third Republic, 1870 to 1906, **06**:408–17

LEVISTON, IRWEN, Discussions on High school as the people's college, **02**:268–71; Teaching of beginning chemistry, **96**:957

Lewis, Miss, Discussion on Twofold translation, **97**:664

Lewis, Charles, Discussion on The soul and rational psychology, **93**:699–700

Lewis, Leslie, Discussion on Inspection and supervision, **01**:276

Liberal education, A, should be antecedent to study of law, medicine, and theology (W. WILSON) **93**:112–17; Discussion, 117–18

—— The evolution of (A. F. WEST) **93**: 150–54; Discussion, 154–56

—— The present peril to (A. F. WEST) **03**:54–60

Liberia, Education in (Prof. CRUMMELL) **65**:226–27; (M. MASSAQUOY) **91**:239–43

Librarian, The teacher and the (N. C. SCHAEFFER) **06**:355–61

Librarian's spirit, The, and methods in working with the schools (J. C. DANT) **99**:515–25

Librarians, The responsibility of, in selecting books for a public library (R. JONES) **97**:1025–28; Discussion: O. F. Barbour, J. W. Cook, L. H. Galbreath, F. A. Hutchins, E. A. Jones, R. Jones, A. V. Milner, A. H. Rankin, C. C. Rounds, C. R. Vandervoort, 1028–32

—— Training of teachers to co-operate with (M. E. SCHREIBER) **97**:1008–14

Libraries, Duty of normal school to district school (J. N. WILKINSON) **04**:919–23

—— Establishing, in villages (F. A. HUTCHINS) **99**:498–503

—— for rural schools (F. A. HUTCHINS) **99**:503–6

—— in Massachusetts, **91**:421

—— in rural schools and villages of less than 2,500 inhabitants (F. A. HUTCHINS) **99**:507–8

—— in schoolrooms (M. KALTENBACH) **97**:1021–25

—— in small communities (F. A. Hutchins) **99**:508–10
— Instruction in the use of high-school (F. M. Hopkins) **05**:858–64; Discussion: Mr. Discurt, R. P. Halleck, Miss Shroyer, Mr. Scott, 864
—— Laboratory method in, with history, **90**:651–53
— Proper use of, in public schools (A. Bayliss) **99**:1136–42; Discussion: S. E. Busser, L. D. Harvey, S. P. McCrea, 1143
— Reference, for schools, **06**:221–22; **Lib. Adm., 06**:11–12
—— Relation of public, to public schools (Sherman Williams) **99**:270–75
—— Relation of schools to (C. A. McMurry) **99**:472–81
—— Resolution on Catalog of books for district school, **64**:142
—— Resolution on free public, **91**:391
—— Resolution on teachers', in state of New York, **96**:29
—— Round Table on; Discussion: Mary E. Ahern, F. M. Crunden, and others, **97**:299–301
—— School, **06**:221–24; **Lib. Adm., 06**:11–14
— Schoolroom (C. S. Newcomb) **99**:527–28
—— Selection of good books for, **97**:1032–38
Sunday-school, **75**:188
— Work in certain typical (J. C. Dana) **99**:525–27
Libraries and public schools (S. Williams) **99**:455–56; (J. H. Canfield) **01**:836–41; Discussion: P. M. Buck, F. M. Crunden, 841
—— —— Discussion on (G. P. Brown, F. A. Fitzpatrick, J. M. Greenwood, L. D. Harvey, J. H. Hoose, N. C. Schaeffer, F. L. Soldan) **99**:528–29
Libraries and schools, **80**:74, 197–203; **88**:77
—— —— Connection between (S. S. Greene) **98**:1009–11
—— —— Discussion on (O. F. Barbour, J. E. Brandegee, W. H. Dewees, S. S. Greene, F. A. Hutchins, Mr. McGinness, A. R. Spofford, H. Van Sickle, S. Williams) **98**:1014
—— —— —— (W. T. Harris, W. C. Hess) **03**:960–61
—— —— A two-faced question (E. J. Fordyce) **02**:805–7
Library The, as an adjunct to the secondary school (E. O. Holland) **03**:961–66
—— as an educator (W. A. Millis) **02**:799–804
—— for historical work in a high school, **90**:652–53
—— Free traveling (Mrs. E. B. Heard) **1900**:648–54; Discussion: Mrs. Coleman, H. L. Elmendorf, G. R. Glenn, Miss Harrison, R. C. Metcalf, S. Williams, 654–55
—— How to make the, useful to high-school pupils (R. H. Wright) **05**:864–67
—— How to use a, **06**:228–33; **Lib. Adm., 06**:18–23
—— Mission of the class (C. G. Leland) **03**:953–56
—— Place of the, in education (Melvil Dewey) **01**:858–64
—— —— in school instruction (C. E. Meleney) **04**:924–30; Discussion: F. Cook, F. M. Crunden, A. V. Milner, N. C. Schaeffer, 930–31
—— Practical use of reference books (Mary W. Hinman) **80**:194–203
—— The public, a promptuary for the public schools (N. D. C. Hodges) **03**:957–60
—— The public, and the public school, **06**:224–28; Bibliographical references, 225–27; **Lib. Adm., 06**:14–18
—— —— School reading thru (M. L. Jones) **99**:1143–48
—— Relation of, to art education (W. H. Smiley) **97**:1038–43; **98**:812–19
—— —— to the public schools (W. H. Brett) **92**:692–702; Report of Committee on (J. C. Dana) **98**:1006–7
—— —— to the pupil teacher (M. L. Jones) **99**:488–98
—— Use of the (C. C. Young) **99**:1150–55
—— Use of the school (R. Hardy) **98**:1007–9
—— What the normal schools can do for teachers on the library side (Irene Warren) **01**:841–47
—— What the school may properly demand of the (J. M. Greenwood) **02**:811–17; Discussion: R. H. Emberson, J. M. Greenwood, A. H. Hopkins, May H. Prentice, 818
Library, The, and the school (T. J. Morgan) **87**:192–95; (F. M. Crunden) **01**:108–18
—— —— as co-ordinate forces (L. McCartney) **01**:864–67
—— —— List of articles on, 1880 to 1906, **06**:699–700
—— —— Some co-operative suggestions for (A. Bayliss) **03**:938–43
Library administration, Instruction in, in normal schools, Report of Committee (Elizabeth G. Baldwin) Special report,

May, 1906, 71 p. Referred to in this Index as **Lib. Adm., 06**; *also in* **06**:215–81

—— List of articles in periodicals on, **06**: 276–77; **Lib. Adm., 06**:66–67

—— Methods and limits of instruction in, **06**:218–20; **Lib. Adm., 06**:8–10

—— Useful books on, **06**:275–76; **Lib. Adm., 06**:65–66

Library associations, **06**:270–75; **Lib. Adm., 06**:60–65

Library clubs, Local, **06**:274–75; **Lib. Adm., 06**:64–65

Library commissions, State, **06**:272–74; **Lib. Adm., 06**:62–64

Library Department: **96**:997–1006; **97**: 1005–43; **98**:1005–28; **99**:1135–55; **1900**: 635–55; **01**:829–67; **02**:798–824; **03**: 937–83; **04**:911–31; **05**:853–79

—— Opening address (J. H. VAN SICKLE) **97**:1006–8

—— Petition for a, **96**:36–37

—— Statement of the request for a (M. DEWEY) **96**:998–1003; Discussion, 1004–6

Library development, Results of, **06**:488–90; **Lib. Adm., 06**:21–23

Library experiments in Nebraska (C. B. MASON) **03**:966–71

Library instruction in schools, **06**:231–33; **Lib. Adm., 06**:21–23

Library instruction in the normal school (W. H. BRETT) **03**:971–76; (M. E. AHERN) **03**:976–81; Discussion: M. Dewey, J. M. Green, E. O. Lyte, J. N. Wilkinson, 981–83

Library Journal started, **06**:270, 482

Library movement, What it means and what it should include (R. C. METCALF) **01**:830–35

Library privileges for villages and rural communities (C. P. CARY) **05**:854–57; Discussion: J. H. Canfield, Miss Dickey, Mr. Scott, Dr. Tuttle, J. N. Wilkinson, 857–58

Library reference work, A B C of (W. I. FLETCHER) **01**:847–49

Library Round Table, **97**:299–301

Library schools, **06**:275, 487–88; **Lib. Adm., 06**:65

Library work in normal schools (T. B. NOSS) **04**:912–17; Discussion: J. H. Canfield, A. Salisbury, G. E. Salisbury, 917–19

Licensing teachers, Reciprocity in (R. C. BARRETT) **02**:299–305

Licensure of teachers; Discussion: E. E. White, and others, **89**:366–69

LIDMAN, CARL.—Education for artistic handicraft in Sweden, **04**:667–70; Manual training in Sweden, **04**:600–3

Liège, Recent International Congress at (W. S. MONROE) **06**:351–55

Life directors, Life and active members, **06**:745–901

Lighting and seating of schoolrooms, The (W. A. MOWRY) **98**:364–69; Discussion: F. L. Soldan, 369–71

LIGHTNER, J. E.—Functions of teachers of vocal music, **93**:520–21

Limitations of the superintendent's authority and of the teacher's independence (AARON GOVE) **04**:152–57

LINCOLN, D. F.—Report on ventilation and heating of schools, **95**:934–43

Lincoln, H. H., Discussion of Report on Spelling reform, **91**:158–59

Lincoln, John L., Letter on Pronunciation of Latin, **64**:173–74

Lindemann, A. J., Discussion on School boards, **97**:983, 995

Linebarger, C. E., Leader of Chemistry Conference, **01**:595–98; Discussions on: The chemical library, 597; Ionization theory, 597

LINGREN, ETHEL ROE.—Rhythm in the kindergarten, **01**:532–38

LINDSAY, SAMUEL MCCUNE.—Education in Porto Rico, **04**:127–28

LINDSLEY, JOHN BERRIEN.—Address of welcome, **68**:8–10; Discussion on The college, **68**:25

Lines, Expression of (D. R. AUGSBURG) **97**:764–67

Lines of growth in maturing (R. G. BOONE) **97**:173–83

LINSLEY, ARTHUR B.—All crime is disease, **05**:914–20

Lipps, Theodor, Sketch of (H. SCHWARTZ) **06**:427–28

List of life, active, and corresponding members, **06**:743–923

Literary societies, **94**:777–78

Literature, American (B. MATHEWS) **96**: 95–104

—— and history in grammar grades (J. H. PHILLIPS) **92**:606–16

—— Appreciation of, **74**:267

—— Children's interests in (I. LAWRENCE) **99**:1044–51

—— Co-ordination of, with other studies (C. A. MCMURRY) **95**:104–9; Discussion: E. D. Farrell, B. A. Hinsdale, F. L. Soldan, and others, 109–14

—— Duty of the normal school toward (C. C. VAN LIEW) **94**:833–40; Discussion: L. H. Galbreath, and others, 840–43

—— Educational, *see below*

—— Educational principles applied to the teaching of (M. G. BRUMBAUGH) **1900**: 169–74

—— Educational value of the tragic *vs.* the comic in (W. T. HARRIS) **98**:396–403
—— English, *see* English
—— Ethical element in (J. A. MCLELLAN) **94**:71–84
—— Ethical relations in, **91**:174–77
—— for children (M. E. BURT) **89**:253–65; (G. E. HARDY) **92**:154–56
—— for primary grade, **74**:288
—— for teachers (H. W. MABIE) **92**:157–61
—— French, **96**:97
—— Gems of, **81**:108–11
—— in elementary schools (Mrs. E. F. YOUNG) **96**:111–17
—— in grades below the high school, Discussion on (MAE E. SCHREIBER) **01**:288–92
—— in secondary schools (W. P. TRENT) **96**:104–11
—— in the grade; Outline course, **03**:209
—— in the grades and how to use it (Mrs. A. W. COOLEY) **03**:198–206; Discussion: Mrs. J. Heermans, F. Holbrook, 206–13
—— in the high school (M. C. CLARK) **89**:265–74
—— Methods of using, in teaching children to read (LER. HALSEY) **88**:70–78
—— Ministration of (M. C. CLARK) **87**:417–27
—— Moral training and (J. B. PEASLEE) **81**:104–17
—— Nature-study and (S. L. ARNOLD) **95**:570–72
—— Place of, in college course (H. B. SPRAGUE) **87**:448–60
—— —— in common-school education (H. E. SCUDDER) **88**:57–70
—— Report of Committee on uses of, in elementary education (L. H. JONES) **92**:766–71; Report of Round-Table discussion, 804
—— Study of (R. G. MOULTON) **94**:210–20; **96**:291–92
—— Study of English, in French universities (A. L. CHEVRILLON) **93**:168–76
—— The superintendent and good, in the schools (O. H. COOPER) **87**:530–34; Discussion: N. C. Dougherty, 535–38
—— Value of a taste for good (M. L. BEECHER) **88**:78–86
—— Value of, in moral training (C. DE GARMO) **94**:168–70; 388–97
Literature, educational, Definition of (W. H. PAYNE) **90**:327–28; Discussion: G. P. Brown, J. M. Greenwood, W. T. Harris, and others, 331–37
—— —— Its direct and indirect influence upon American systems of education (W. R. GARRETT) **90**:323–25
—— —— Report of Committee on: School reports (J. D. PHILBRICK) **85**:459–78; Discussion, 478; Discussion, 331–37
—— —— Teachers' reading-circle in (Mrs. D. L. WILLIAMS) **90**:325–27
—— —— Value of, to teacher and student (F. L. SOLDAN) **90**:328–31
—— —— Value of, to the student of education and the professional teacher (W. E. SHELDON) **90**:321–23
LITTLEFIELD, GEORGE ABNER.—No recess (quoted) +**84**:73; Remarks, **86**:237; School examinations, **87**:114–15; Discussion on Examinations for promotion, +**89**:243–50
Living, Application of all learning to better (D. L. KIEHLE) **02**:182–88
Lock-step in the public schools (R. G. BOONE) **03**:408–12
LOCKE, CHARLES EDWARD.—Music as a factor in culture, **05**:644–50
Locke, G. H., Discussion on Training of teachers, **01**:641–43
LOCKE, JOSEPHINE CARSON.—Drawing in normal schools, **87**:591–96; The mission of color, **90**:796–802; Report on Kindergarten exhibits at St. Paul, **90**:66–71; Report on The exhibition of the Art Department, Chicago, 1887, **87**:699–711; With what should drawing begin? **93**:491–95; Discussions on: Manual training, **88**:192–94; Moral value of art education, **90**:156
LOESCH, ANGELINE.—Child-study department of the Chicago public schools, **02**:710–16
LONG, DELLA JUSTINE.—Avenues of language expression in the elementary school, **04**:459–64
LOOMIS, GEORGE B.—Music in normal schools, **70**:65–71
LORD, LIVINGSTONE C.—Address of welcome, **90**:80–81; Scholarship in normal schools, **94**:850–51; Discussions on: Normal school and literature, **94**:842; Psychology and child-study in normal schools, **02**:244; Training of teachers, 252–53; Training elementary teachers, **05**:541
LORING, GEORGE B.—American education, +**77**:149–58; Discussion on The best school organization for a state, +**77**:110–12
Los Angeles, Cal., The manual-training system of (A. JOHNSON) **99**:928–31
Lossing, B. J., Letter on Arbor Day, +**84**:48–49
Lothman, D. W., Discussion on Classics, **03**:475–76

Lotteries, Resolution on, 90:616
Louisiana, Education in (W. P. JOHNSTON) 86:169–91
Louisiana Purchase Exposition: Architecture of the Exposition (G. J. ZOLNAY) 04:167–72
—— Art education for the people at the (Mrs. M. E. RILEY) 04:654–58
—— Art exhibits in the Exposition (H. C. IVES) 04:157–63
—— British exhibit of science instruction, 04:848
—— City of New York educational exhibit (A. W. EDSON) 04:185–87
—— Education at, from the view-point of the Chief of the Department (H. J. ROGERS) 04:179–83
—— Exhibit of the United States Bureau of Education (W. T. HARRIS) 04:183
—— French exhibit of science instruction, 04:846–48
—— German exhibit of science instruction, 04:848–49
—— Japanese exhibit (M. MATSUMURA) 04:354–60
—— Lessons in school administration (C. M. WOODWARD) 04:907–10
—— Lessons of the Exposition (H. J. ROGERS) 04:345–49
—— Model School for the Deaf and Blind, and their exhibits (S. M. GREEN) 04:937–39
—— Philippine educational exhibit at (A. R. HAGER) 04:396–98
—— Physical-training exhibits in Education Building (M. I. MANN) 04:836–41
—— Physical-training exhibits in Physical Culture Hall (ELSA POHL) 04:832–35
—— Resources of the United States as illustrated by the (M. BRONSON) 04:717–19
—— Science instruction of the various countries, as shown by their exhibits (W. J. S. BRYAN) 04:844–49
—— Scientific exhibits of high schools and colleges of the United States (G. P. KNOX) 04:849–53
—— Sculpture and decoration at the Exposition (G. J. ZOLNAY) 04:163–65
—— St. Louis educational exhibit (F. L. SOLDAN) 04:184–85
—— Swedish educational exhibit (N. G. W. LAGERSTEDT) 04:349–54
—— Swedish exhibit of science instruction, 04:845
Louisiana Purchase Exposition, *see also* St. Louis Exposition.
LOUNSBURY, THOMAS R.—Letter on Greek for B.A. degree, 93:132
LOVETT, J. A. B.—Education of the negro in the South, 90:497–505; National aid to education, +86:106–13; +88:146–48; Response to welcome, 89:70–72
LOW, ABBIE.—Educational burdens upon the lower grades, 91:599–606
LOW, SETH.—Relation of professional schools to the university, 93:146–49
LOWELL, A. LAWRENCE.—The professional and non-professional bodies in our school system, and the proper function of each, 98:999–1004
Lowell method of appointing and advancing teachers (G. EDMUND) 05:248
LOWRY, CHARLES D.—Chicago plan of appointing and advancing teachers, 05:246–47; Discussions on: Inspection and supervision, 01:279; Kind of education best suited for boys and girls, 06:72
LUCKEY, GEORGE J.—Plan and form of publishing statistical tables on education, +74:13–15; Supplementary reading, +84:166–70; Discussions on: Civil service, +87:77; City-school statistics, 77:254; Compulsory education laws, +75:28
LUCKEY, G. W. A.—Development of moral character, 99:127–36; Practical lines of child-study for the average teacher, 97:826–32; Practical results obtained thru the study of children's interests, 97:284–88
Luckey, S. S., Discussion on City superintendents, +89:193
LUDLUM, Mrs. MARY H.—Objects and methods of physical training in high schools, from the standpoint of a specialist, 04:827–32
LUKENS, HERMAN T.—Drawing in the early years, 99:946–53; Discussions on: Efficient teachers of elementary branches, 05:539–40; Five co-ordinate groups of studies, 96:296–98
LUNDIN, Mrs. HULDA.—Needlework in the public schools of Stockholm, 93:911–14
Lying, 88:420; 90:102; 99:594–95
LYMAN, FREDERIC ALLISON.—Eye and ear training as related to sight singing, 97:778–83
Lyman, Frederic Allison, *In memoriam* (E. C. HEWETT) 99:241
LYNCH, CHARLES P.—Are secondary schools defective? 94:745–51
Lynch, W. H., Discussion on High schools, 99:610
Lyon, Alice, Discussion on Music in schools, 99:981
Lyon, Merrick, *In memoriam*, 89:46–47; (W. A. MOWRY) 362–63
Lyons, P. W., Discussion on Compositions, 98:690

LYTE, ELIPHALET ORAM.—American educational exhibit at the St. Louis Exposition, **05**:167–73; Henry Barnard, his influence on the establishment of normal schools in the United States, **01**:390–95; President's address, **99**:64–69; Relation of normal schools to public schools, **95**: 973–79; Response to Address of welcome, **1900**:49–52; Discussions on: Library instruction in normal school, **03**: 981–82; Normal-school scholarship, **03**: 592; Report of Normal-school Committee, **97**:718, 720

LYTTLE, E. W.—Place of physical education in the curriculum, **03**:823–29; Should the twelve-year course of study be equally divided between the elementary and secondary schools? **05**:428–33; What may the secondary schools of the United States learn from the study of French secondary education? **04**:475–78; Discussions on: Fraternities, **04**:490; History, **03**:486; History in secondary schools, **01**:601; Physical education, **02**: 754–56; Secondary-school associations, **03**:479; Twelve-year course of study, **05**:436

M

MABIE, HAMILTON WRIGHT.—Literature for teachers, **92**:157–61

MACALISTER, JAMES A.—American educational exhibit at the International Exposition of 1892, **90**:406–10; Art education in the public schools, **91**:456–66; A business-man's education, **93**: 805–7; Discussions on: Drawing, **93**:504; Kindergarten and public schools, **94**:496; Qualification and supply of teachers, **91**:438; School programs, +**88**:115

MacCracken, S. B., Discussion on Physiology, **01**:604

MacCracken, W. H., Discussion on Zöology, **01**:585–86

MACDONALD, JOHN A.—Educational journalism—its tribulations and triumphs, **99**:196–202; The independent system, **91**:211–20; Professional training of teachers by educational publications, **94**:106–14; Discussions on: Citizenship, **02**:203; Compulsory education, **91**:402; Educational journalism in Utah, Colorado, and Kansas, **93**:843–45; Grading for country schools, +**87**:149–52; Rural school problem, **92**:582; Simplified spelling, **01**:215; Supervision of country schools, **94**:373–74

MACDOUGALL, ROBERT.—Psychology of reading and writing, **05**:399–405

MACFARREN, S. J.—Chicago Technical Institute, **81**:241

MACKENZIE, CONSTANCE.—Practical psychology in the kindergarten, **92**:285–92; President's address, Kindergarten Department, **94**:682–85; Song in the kindergarten, **93**:331–36

MACKENZIE, JAMES C.—Feasibility of modifying the programs of secondary schools, **94**:143–51; Supervision of private schools, **93**:183–90; Discussions on: Education in France, **93**:217; Latin or a modern language first, **93**:241; Report of Committee of Ten, **94**:662

MACLEAN, GEORGE E.—Admission to college; the western plan by certificates, or, the eastern method by examinations, **05**: 501–10

MACMILLAN, D. P.—The diagnosis of the capabilities of school children, **04**:738–44; Some results of hearing tests of Chicago school children, **01**:880–88

MACVICAR, MALCOM.—Normal-school work *vs.* secondary and higher education, **93**:430–32; Discussion on Practice school as a public school, **96**:664–65

McAndrew, G. W., Discussion on Progress of manual training, **89**:635

McAndrew, W. A., Extract from letter on Manual training, **95**:752

MCBRIDE, T. H.—Relation of the university, college, and higher schools to the public school, **87**:164–66

MCBURNEY, S.—Tonic sol-fa system, **88**: 633–37

McCartha, C. L., Discussion on History in secondary schools, **01**:601

MCCARTNEY, LIVINGSTONE.—The library and the school as co-ordinate forces in education, **01**:864–67

McCarver, C. P., Address of welcome, **89**: 59–60

MCCHESNEY, J. B.—Teaching English in the secondary schools, **88**:405–15

McCleary, J. T., Discussion on Public interest in education, **87**:253–54

MCCLELLAN, GEORGE B.—Standards of local administration, **05**:86–89

McConkey, Miss, Discussion on Physical training, **05**:773

MCCOSH, JAMES.—Harmonizing primary, secondary and college systems, **80**:138–46; Reality, what place it should hold in philosophy, **93**:682–86; Upper schools **73**:19–35; Views of, quoted, **74**:73–76; 207–11; Discussions on: Education and China, High schools and colleges, **73**:48; Agricultural colleges, **73**:77, 78

McCosh, James, *In memoriam*, **95**:204

McCowan, Mary, Discussion on Parents of deaf children, **02**:850

MCCOWAN, S. M.—President's address, Indian Department, **02**:861–62; Response to address of welcome, Department of Indian Education, **04**:976; Value of a

large agricultural school in the Indian service, 02:869–70; Discussions on: Indian educational exhibits, 04:984; Normal trained teachers for Indians, 05:952–53; Practical methods in Indian education, 01:920–21

McCrea, S. P., Discussion on Proper use of public school libraries, 99:1143

McCULLOCH, MARY C.—Mothers' meetings, how to conduct them, 95:533–35

McDONALD, J. W.—Educating the whole boy, 88:415–27

McDONALD, LOUISA.—Educational work for women in Australia, chiefly New South Wales, 93:887–90

McDOWELL, MARY E.—Children of our cities, 96:491–96

McELROY, E. B.—County superintendents, their relations and duties to teachers; 86:337–45; Response to address of welcome, 89:66; 90:88; Discussion on Compulsory laws in Oregon, 90:194–96

McElroy, E. B., *In memoriam*, 01:929

McFADON, O. E.—Development of music theory thru practice, 96:749–52, diagram 753; Music in the public schools, 89: 695–700

McFARLAND, GEORGE A.—*In memoriam* William Mitchell, 90:44–46

McFARLAND, J. T.—College fraternities, 90:707–11

McGEE, W. J.—The Geospheres, 98:149–59; Response to address of welcome, Department of Indian Education, 04: 972–74

McGinness, James, Discussions on: Libraries and schools, 98:1015; Substitution of teacher for textbook, 95:570

McGREW, C. H.—Ideal kindergarten training school, 88:339–53

McGuffey, William H., Address of welcome, 68:16–17; Discussions on: Grammar, 70: 172; Value of textbooks, 198; Memorial address on (D. READ) 73:15–19; Resolutions on death of, 93

McINTYRE, DANIEL.—Normal and training schools of Manitoba, 97:574–75

McIVER, CHARLES D.—Better supervision of the public schools in the South, 98: 325–28; Educational principles for the South, 04:242–44; Response to addresses of welcome, 04:59–61; The three elements in the cost of education, 02:461–62; Training of teachers for white schools, 1900:481–82; Discussions on: Democracy and education, 98:265–67; Industrial education for women, 96:767; Negro teachers, 1900:490; Report of Committee on Industrial Education for Rural Communities, Com. Indust., 05:93

McIver, Charles Duncan, *In memoriam* (E. A. ALDERMAN) 06:311–18

McJILTON, JOHN NELSON.—Education and civic duty, 60:60–82

McJilton John Nelson, Memorial sketch of, 75:103–5

McKay, A. H., Discussion on Teaching patriotism, 91:110–13

McKEE, J. H.—The physical betterment of the mentally deficient, 05:885–95

McKenny, C., Discussion on Training of teachers, 01:644

McKenzie, J. M., Discussion on Normal school, 71:145

McKENZIE, R. TAIT.—Influence of school life on curvature of the spine, 98:939–44; Physical training in colleges and universities, 05:778–79; Regulation of athletic sports in colleges, 93:636–41; Discussion on Curvature of the spine, 98:947–48

McKinley, William, Letter from, 97:23

McKinney, Charles, Discussion on Simpler spelling, 06:158

McKoin, John J., Discussion on Indian educational exhibits, 04:983

McLAUGHLAN, Mrs. JENNIE S.—The teacher and the parent, 90:608–12

McLaughlin, A. C., Discussion on College-entrance requirements, 97:653

McLELLAN, JAMES A.—Ethical element in literature, 94:71–84; Discussion on Normal school and literature, 94:842

McLOUTH, LEWIS.—Industrial schools defined, 91:745–49; Place and function of the agricultural college, 90:219–25; Professional instruction in normal schools, 79:121–33

McMahan, John J., address of welcome, 1900:45–46

McMILLAN, ANDREW.—Uniformity of school statistics, +81:17–22

McMillan, Reuben, *In memoriam* (F. TREUDLY) 99:242–43

McMurray, Thomas S., Address of welcome, 95:55–56

McMURRY, CHARLES A.—Co-ordination in history and literature, 95:104–9; Influence of Herbart's doctrine, Round Table report to the National Council, 95:475–77; Discussion, 478–81; List of books for reading, 99:481–86; The relation of schools to libraries, 99:472–81; Requirements for the degree of Doctor of Pedagogy, 93:438–40; Discussions on: Correlation of subjects, 90:208; 95:345; 96:539; Improvement of teachers in schools, 94:456; Isolation and unification, 96:324; Quality of a teacher's work, 95:230; Standard course of study, 01:319; U. S. history in secondary schools, 98:87; University and the teacher, 94:564

McMURRY, FRANK MORTON.—Co-operation of universities and normal schools in training of elementary teachers [theses] **05**:540–41; History in secondary schools, **94**:160–65; How can class teachers be educated to the value of manual training? **05**:563–67; Recent educational theory, **94**:843–50; Relation of the practice school to the normal school, **97**:713–14; Right methods of studying history and geography by children, **05**:391–93; Some applications of correlation, **96**:529–37; Suggestions for improvement of the study period, **06**:102–8; Value of Herbartian pedagogy for normal schools, **92**:421–33; What omissions are advisable in the present course of study, and what should be the basis of the same, **04**:194–202; Discussions on: Correlation of studies, **95**:343; **96**:540; Ethical training from literature in elementary schools, **91**:177–79; High-school curriculum, **05**:532; Isolation and unification, **96**:325; Seven-year course for ward schools, **03**:262; Teachers' *vs.* scholar's knowledge, **03**:563; Theories of Froebel and Herbart, **95**:549–51; Training elementary teachers, **05**:541; 42; Training of teachers, **02**:252; Value of manual training, **05**:569, 570

McNEILL, I. C.—Four minor duties of a superintendent, **02**:230–33; Discussion on Work of the superintendent in small cities, **01**:280–81

McPherron, A. S., Discussion on Music methods, **99**:989

McPHERSON, JOHN C.—Country schools and their improvement, **86**:546–51

McSweeney, Miles B., Address of welcome **1900**:41–45

MACK, WILLIAM S.—Relation of a board to its superintendent, **96**:980–87; Discussion on Function of public school, **97**:987

Mackey, E., Discussion on Education for the industrial classes, **98**:763–66

MACSKIMMON, MARY.—Purpose of teaching music in the public schools, **03**:699–700

Madonna, The, in the schoolroom, **96**:685–86

MAGEE, HARRIET CECIL.—Drawing in normal schools, **87**:584–90; **97**:758–63; President's address, Art Department: Nationality in art, **98**:791–95

Magic lanterns in school (G. SERRURIER) **93**:314–15

Magicians that make a child's life happy or miserable (Mrs. L. POLLOCK) **91**:551–54

Magnuson, P. M., Discussion on Heads of departments, **02**:537

MAGOUN, GEORGE F.—Manual education from the other side, **86**:484–97; Prayer, **84** pt. II:2; Remarks on Proper exhibit of American education at Centennial Exhibition, **75**:96–98; Discussion on Education and crime, **75**:121

Major, E. L., Discussion on Teaching of drawing, **98**:811–12

Mallon, Bernard, *In memoriam* (E. E. WHITE) **80**:154, 235

Mammouth Cave, Ky., Visit to, **68**:6–7

Man the machine, or man the inventor (J. W. GLENN) **82**:118–27

Management of special departments, The (C. N. KENDALL) **04**:271–76; Discussion: E. E. Bass, 277–78

MANATT, J. IRVING.—The future of Greek studies, **02**:511–21

Manchester, Professor, Discussion on Twofold translation, **97**:664

Manly, R. M., *In memoriam*, **99**:241–42

MANN, B. PICKMAN.—Address of welcome, Kindergarten Department, **98**:590–91; Letter on Arbor Day, +**84**:50; Discussion on Modifications in the primary school, **93**:342–44

Mann, C. R., Discussion on Physics teaching, **03**:890

MANN, HORACE.—Addresses as President of Convention at Philadelphia, 1849, **06**:467–71

Mann, Horace, Addresses at the one hundreth anniversary of birth of (W. T. HARRIS) **96**:52–63; (N. C. SHAEFFER) **96**:63–64; (H. SABIN) **96**:64–66; (L. SOLDAN) **96**:67–68; (J. M. GREENWOOD) **96**:69–71; Remarks on (A. GOVE) **96**:68; at Antioch College (W. A. BELL) **96**:72–74, Country school of (H. SABIN) **94**:204–10; Entry in diary, **84** pt. II:63; quoted, **72**:30, 31, 161; +**87**:86; **91**:516; Resolutions on death of, **59**:5

MANN, MARY IDA.—Physical training exhibits in the Education Building of the St. Louis Exposition, **04**:836–41

Manners, **85**:112; **88**:150, 541

Manning, Agnes M., Letter on Free Kindergartens, **93**:341

MANNING, E. A.—Education for women in India, **93**:890–900

MANNY, FRANK A.—Translations from the Greek and Latin classics, **96**:570–72

Manual and technical training, The practical utility of (W. B. PARSONS) **05**:134–41

Manual arts in connection with scientific studies (M. MILES) **76**:249–56

Manual arts *versus* manual training (J. P. HANEY) **03**:658–64

Manual education in urban communities (F. A. WALKER) **87**:196–205

Manual Instruction, Congress of Industrial and, 1893, List of papers read at the, **06**:654–55
Manual labor, Relation of, to technological training (C. O. THOMPSON) **77**:237–46
Manual, trade, and technical education (T. M. BALLIET) **03**:65–71
Manual training (W. B. POWELL) **92**:672–81
—— a liberal education (C. M. WOODWARD) **83**:84–99
—— a prevention of criminal idleness, **93**:378
—— Æsthetic principle in (C. A. BENNETT) **96**:786–90
—— and its place in the educational system of Ontario (N. WOLVERTON) **91**:752–57
—— Art as related to (J. E. ADDICOTT) **06**:207–14
—— Art education in relation to (E. F. FENOLLOSA) **02**:564–70
—— as means of culture (F. ADLER) **84**:308–18
—— Best method of introducing, into schools, **89**:617–19
—— between the employments of the kindergarten and the tool laboratories of the grammar school (W. B. POWELL) **92**:672–81; (M. A. PINNEY) **95**:753–59
—— Circular of inquiries on, **90**:854; **95**:748
—— Constructive work in education (W. S. JACKMAN) **04**:594–600
—— Co-operation between art and (H. PEYSER) **02**:571–76;* Discussion: W. H. Hatch, H. H. Kingsley, 576–79
—— Correlation of, with other branches of study (J. E. ADDICOTT) **99**:923–28
—— defined, +**89**:109, 133, 169, 179, 180; **94**:888
Manual Training, Department of, 99:904–31; **1900**:491–504; **01**:646–82; **02**:549–79; **03**:595–664; **04**:593–630; **05**:557–90
Manual training, Disciplinary value of, **01**:253–57
—— Discussion on (J. Locke, L. S. Thompson, G. T. Fairchild) **88**:192–97
—— Drawing in its relations to (J. C. MILLER) **94**:872–76
—— Education as affected by (H. M. LEIPZIGER) **92**:439–43
—— Educational power of, in our grammar schools (T. O. CRAWFORD) **88**:570–82
—— Educational value of (C. H. HAM) **85**:259–61; (G. P. BROWN) +**89**:153–60; Report of Committee on (W. T. HARRIS) **89**:417–23; Discussion, 424–30
—— Effects of (C. D. LARKINS) **95**:748–52
—— for girls, **87**:204, 231; Need of (NELLIE S. KEDZIE) **96**:756–60
—— for little children (L. A. FAY) **87**:206–11; (W. N. HAILMANN) **90**:843–50; **89**:617
—— for moral ends (R. C. BATES) **01**:270–75
—— for the ordinary high school (J. H. VAN SICKLE) **1900**:501–4
—— French system of, Discussion on the (C. M. WOODWARD) **93**:597–99
—— from the kindergarten to high school (C. A. BENNETT) **92**:449–55
—— from the other side (G. F. MAGOUN) **86**:484–97
—— Function of, in the elementary school (R. WATERMAN) **98**:649–55
—— Function of, in the public school (C. M. WOODWARD) **87**:212–24
—— The head and the hand (OSCAR CLUTE) **97**:737–42
—— How can class teachers be educated to the value of (F. M. MCMURRY) **05**:563–67; Discussion: J. P. Haney, F. M. Leavitt, F. M. McMurry, W. W. Stetson, 567–70
—— How shall it be introduced into the graded schools? (J. P. FORD) +**89**:168–73; (H. W. COMPTON) +**89**:173–79
—— in Boston, Report of experiment in (J. A. PAGE) +**83**:17–19
—— in country schools, What may be done for (A. BAYLISS) **04**:623–27
—— in grammar grades (J. E. BRADLEY) **90**:834–42
—— in horticulture (W. R. LAZENBY) **98**:776–78; Discussion: G. T. Fairchild, 778–79
—— in New York City schools (P. HOFFMAN) **92**:471–74
—— in primary and grammar grades (H. A. WISE) **89**:104–10
—— in primary classes (N. A. CALKINS) **90**:828–34
—— in public-school work, Extent and form of (W. O. THOMPSON) **03**:214–17; Discussion: C. J. Baxter, C. H. Cole, D. Fall, G. H. Martin, W. O. Thompson, E. W. Wilkinson, 217–19
—— in Russia (E. KOVALEVSKY) **93**:604–5; Discussion, 605–6
—— in secondary-school courses (C. H. KEYES) **95**:731–41
—— in Sweden (CARL LIDMAN) **04**:600–3
—— in the Detroit elementary schools (J. H. TRYBOM) **01**:250–57
—— in the elementary school (E. E. LANGLEY) **03**:645–51; Discussion: F. M. Leavitt, C. G. Pearse, **03**:652; (J. P. HANEY) **05**:253–59

—— in the Menomonie (Wis.) public schools (J. E. Hoyt) **01**:261–69; Discussion: H. Bevans, J. Carter, F. W. Parker, J. H. Stout, J. H. Trybom, C. M. Woodward, 267–70
—— in the public schools of the smaller cities (J. E. Hoyt) **96**:768–77
—— in the secondary grades and colleges (C. M. Woodward) **05**:262–70
—— in Toledo, Ohio (H. W. Compton) +**87**:129–34
—— Industrial and, in the school course (W. B. Powell) **93**:606–13
—— Industrial development by, **92**:181–83
—— Influence of, in elementary schools (H. M. James) **90**:850–58; Circular of inquiry used, 854
—— Influence of, on habits of thought (J. E. Bradley) **92**:663–71
—— its purpose and value (Job Barnard) **98**:989–95
—— A layman's view of (A. Jacobson) **84**:293–307
—— lengthens school attendance, **92**:651
—— List of articles on, 1869 to 1906, **06**:700–3
—— Mental results from (E. O. Sisson) **97**:742–47
—— Methods of, in Philadelphia public schools (J. L. Tadd) **94**:886–91
—— Minimum high-school course in, **96**:773
—— Modifications of secondary-school courses demanded by (C. H. Keyes) **95**:731–41
—— Moral effect of, +**87**:131; **88**:581; **96**:781
—— Moral influence of (J. R. Buchanan) **83**:37–46
—— New York City exhibition of work in drawing, construction, and design (C. A. Meleney) **04**:610–12
—— Objection to, +**79**:36; **79**:215
—— opposed (A. P. Marble) +**84**:126–31
—— Opposition to, **90**:638
—— Philosophy of (E. R. Booth) **95**:720–31*
—— prevention for idleness, **93**:375
—— Problems that perplex (A. H. Chamberlain) **05**:558–63
—— Progress of, **81**:241; **82**:158–65; **85**:248–58; **88**:556–62; **89**:633; (H. M. Leipziger) **94**:877–80
—— Progress of the South as shown by exhibits of (B. Ayres) **04**:627–30
—— Psychology of (W. T. Harris) +**89**:117–32
—— Public instruction in (A. P. Marble) +**84**:126–31
—— Public schools and (W. B. Powell) +**87**:123–29; (C. H. Ham) +**88**:19–21; (A. P. Marble) +**88**:21–34
—— Purpose of high-school courses in (B. A. Lenfest) **1900**:495–501
—— Question of, **77**:14; **79**:15
—— Relation of, to body and mind (C. M. Woodward) +**89**:91–102; Discussion, 102–10
—— Relation of the kindergarten to (C. T. Haven) **92**:443–48
—— Report on work shown by the exhibits from Indianapolis, Ind. (L. A. Bacon) **04**:605–7; from Pacific coast (E. V. Dobbs) **04**:607–10
—— Report upon classification and nomenclature of (C. M. Woodward) **90**:761–85
—— Reports on methods applied in, +**89**:148–52
—— Sloyd *vs.* Russian system of (G. Larsson) **93**:599–603
—— Some possible relations of normal schools to (W. D. Parker) **97**:749–52
—— Some practical problems in (C. R. Richards) **03**:278–85: Discussion: G. Larsson, 285–88
—— Suggestions as to a course of study (C. A. Bennett) **92**:453–55
—— the province of the public schools (J. W. Dickinson) +**87**:115–23
—— through industrial drawing (C. M. Carter) **86**:443–51
—— To what extent can it be introduced into ungraded schools? (J. Allen) +**89**:133–46; Testimony referred to in paper, 146–47
—— *versus* manual arts (J. P. Haney) **03**:658–64
—— Ways, means, and maxims in (J. D. Walters) **89**:621–28
—— Worcester (Mass.) School of, Statistics of the, **77**:246
Manual training, *see also* Industrial training; Technical training; Tool work; Wood work
Manual and Industrial Education, Department of, 95:718–64; **96**:754–90; **97**:736–54; **98**:757–86
Manual training and industrial education, Hindrances and helps to, **98**:779–86
—— and technical education (V. G. Curtis) **01**:657–65
—— and technical exhibits in general, Report on (Selim H. Peabody) **88**:708–10
—— and the course of study (C. F. Carroll) **96**:778–86
—— and the public schools (W. B. Powell) +**87**:123–29

Manual training exhibit of the Bradley Polytechnic Institute, Peoria, Ill. (C. A. BENNETT) **04**:612–13

Manual training exhibits, Reports on: New Orleans (J. M. ORDWAY) **85**:522–27; Christian Brothers (M. A. NEWELL) 528–31; Manual schools and defective classes (T. J. MORGAN) **87**:678–84; (E. W. COY) 685–86; High schools (J. H. BAKER) 686–91; San Francisco (S. H. PEABODY) **88**:708–10; St. Paul (H. SABIN) **90**:56–58

Manual-training high school, The part of, the, in American education (H. S. PRITCHETT) **03**:71–77

Manual-training high schools, Necessity for (C. H. KEYES) **05**:576–79; Discussion: H. T. Bailey, C. D. Larkins, W. Schuyler, 579–80

Manual-training high schools, or, manual training in high schools (C. B. GILBERT) **04**:614–19; Discussion: C. B. Gilbert, C. M. Woodward, 619–23

Manual-training school, Function of an American (C. M. WOODWARD) **82**: 140–57

—— —— Outline of technical work for a (W. F. M. GOSS) **85**:263–74*

—— —— Plan for a, **83**:77

—— —— The teacher in the (W. A. EDWARDS) **99**:905–10

Manual-training schools defined, **91**:748

—— —— Organizations and plans for (C. M. WOODWARD) **94**:876–77

—— —— Relation of, to technical schools (C. M. WOODWARD) **88**:583–88; Discussion, 589

—— —— Results of the St. Louis school (C. M. WOODWARD) **89**:73–79

—— —— St. Louis, Verdict of parents on the, +**89**:94–98; Record of the graduates of the, +**89**:111–16

Manual-training system of Los Angeles, The (A. JOHNSON) **99**:928–31

—— teachers, The preparation of, a function of the technical school (C. H. KEYES) **96**:421–26; Discussion, 427–28

Maps, **04**:587

MARBLE, ALBERT PRESCOTT.—Address, Department of Superintendence at Cooper Union, +**81**:11–17; at Washington, D. C., +**89**:17–18; American educational exhibit of 1892, **90**:396–99; The "Blair Bill," on national aid to education, +**88** 148–52; C. O. Thompson, **85**:15–17; Caste in education, **75**:22–32; Ethical element in patriotism, **95**:142–46; Evening schools, **87**:186–91; Hygiene and health in public schools, **97**:568–73*; Manual training and public schools, +**88**:21–34; Powers of school officers, +**87**:80–89; Public instruction in industrial pursuits, +**84**:126–31; Response to address of welcome, **89**:62; The school of the future, **91**:90–98; Should there be uniformity in textbooks? **88**: 201–11; Study of English in schools, **94**: 279–88; The unattainable in public-school education, **80**:33–42; Ventilation of schoolrooms, **98**:371–77; Discussions on: Centennial Exposition, +**75**:75; City-school systems, **95**:395; Civil service, +**87**:80; Coeducation of the races, +**86**:103–4; Compulsory education, +**83**:77, 78; in Massachusetts, **91**:419–20; Industrial education, "Philadelphia system," +**83**:23; Means available for preparation of teachers, **91**: 520, 521; National Council of Education, +**80**:17; The school and the criminal, **92**:217

Marble, Albert Prescott, *In memoriam* (C. E. MELENEY) **06**:322–26

Marcellus, Corrine, Discussion on Teaching agriculture, **02**:438–40

MARCH, FRANCIS A.—Methods of teaching English in the high school, **72**:240–44; Orthography in high schools and colleges, **79**:109–11; The present state of the spelling reform in America, **79**:249–60; quoted, **77**:239; Relation of educators to spelling reform, **80**:146–51

March of the ideal, The [poem] (CLINTON SCOLLARD) **97**:139–43

MARDUEL, JEAN.—The Republic of France, a nation of art, **04**:643–48

Mark, E. H., Discussions on: Inspection and supervision, **01**:279; Omissions in course of study, **04**:202–3; The superintendent as an organizer, **1900**:294–96; Use and danger of method, **02**:447; Work, **01**:201

MARKHAM, T. R.—Address Colored Education Day at New Orleans, +**85**:124–28

Marking system, **80**:215; **86**:150

MARLATT, ABBY L.—Hand work for high-school girls, **03**:655–57; Discussions on: Domestic science, **01**:587, 588; Physical effects of sloyd, **96**:766–67; Leader of Domestic Science Conference, **01**:586–87

Marsh, C. S., Discussion on Omissions in course of study, **04**:205–6

MARSH, FLORENCE.—Musical phases of child-study, **96**:891–92; Discussion on Social basis of conscience, **98**:201

MARSH, HARRIETT A.—Child-study in special clubs, **05**:721–24

MARSHALL, CARL C.—Work of private commercial schools as illustrated in the St. Louis Exposition exhibits, **04**:714–16; Discussions on: Business education in our public schools, **99**:1015–18; Commercial mathematics, **03**:731–32; Theory and practice of accounts, **96**:820–23

MARSHALL, THOMAS MARCELLUS.—Letter of fraternal recognition, **81**:78; Response to welcome, **91**:77; Discussions on: Daily newspapers, **88**:99–101; Degrees for teachers, **79**:121; Normal schools, 134

MARSHALL, WILLIAM I.—An evening in Wonderland (Yellowstone) **81**:132–42

MARTIN, Mrs. A. C.—What shall we attempt in elementary schools? **74**:274–91

MARTIN, EUGÈNE.—Historical development of normal schools in France, **93**: 415–18

MARTIN, GEORGE H.—Child labor and compulsory education: The school aspect, **05**:103–11; Comparison of modern business methods with educational methods, **05**:320–25; Compulsory education in Massachusetts, **91**:403–12; New standards of patriotic citizenship, **95**:134–39; quoted, +**89**:138; The unseen force in character-making, **99**: 276–83; Discussions on: Manual training, **03**:218; Training of teachers, **95**:256

Martin, Laurin H., Discussion on Craftsmanship, **03**:633

MARTIN, LILLIE J.—Requirements for admission to college, **91**:315; Schools fail to give a reasonable mastery of subjects studied, **88**:135–44

Martindale, Wales C., Address of welcome, **01**:57–59

Marvin, F. O., Discussion on Technological schools, **93**:553

MARWEDEL, EMMA.—Prevention of criminal idleness, **93**:372–81; Discussion on Progress of manual training, **89**:634

Marwedel, Emma, *In memoriam* (ELIZABETH HARRISON) **94**:238–41

Maryland, Minimum salary law of, **Com. Sal.**, **05**:144

MASON, CLARA B.—Some library experiments in Nebraska, **03**:966–71

Mason, J. C., Discussion on A national university, **74**:96

MASON, WILLIAM A.—President's address Art Department, **99**:933–39; Discussion on Drawing, **03**:679–81

Massachusetts, Compulsory education in (G. H. MARTIN) **91**:403–12

—— Consolidation of rural schools in, **02**:227–29

—— Pensions of teachers, **Com. Sal.**, **05**: 179

Massachusetts Society P. C. A., Communication from, **87**:46

Massachusetts State Teachers' Association, **06**:514; Memorial to Congress of, on The relation of the general government to public education, +**75**:111

Masses, Best education for the (C. R. SKINNER) **97**:51–58

—— The high school as a factor in mass-education (E. A. STEERE) **90**:645–48

Massey, John E., Response to welcome, **91**:80; Discussion on Improvement of rural teachers, **94**:534

Mast, T. O., Discussion on Physiology, **01**:604

Mathematical Conference, Leader: D. E. Smith, **03**:480–84; Report of **Com. Ten**, **94**:104–16

Mathematics, Amount of, in secondary-school course (S. B. TINSLEY) **04**:514–16

—— Constants in; Discussion: E. Brooks, **98**:191–93

—— Culture-value of higher (W. B. SMITH) **98**:178–91; Discussion: E. Brooks, and others, 191–95

—— Economy in mathematical instruction (J. L. PATTERSON) **96**:588–94

—— Educational value of applied, including engineering (F. R. HUTTON) **93**: 560–65; Discussion: R. H. Thurston, 565–66; W. T. Harris, **94**:617

—— Elementary, and education (L. W. COLWELL) **97**:637–42; Discussion: W. H. Skinner, 642

—— in commercial work (E. L. THURSTON) **03**:726–31; Discussion: H. B. Brown, Mr. Gibson, C. C. Marshall, W. C. Stevenson, 731–32

—— in the college course (T. H. SAFFORD) **71**:183–90

—— Is the science of, qualitative as well as quantitative? Discussion: F. H. Hall, **98**:193–94

—— Modern theories of (W. M. THORNTON) **76**:129–34

—— not cause of intellectual eminence, **73**: 159

—— one of the five co-ordinate studies, **96**:289

—— Real problem of the teacher of (H. E. COBB) **04**:518–19

—— Report of Committee on Entrance requirements in (H. W. TYLER) **03**: 481–83

—— Unification of secondary (C. E. COMSTOCK) **04**:519–21

—— What, should the physics teacher teach? (W. E. TOWER) **04**:516–17

—— What study of, is needed for practical life? (J. S. FRENCH) **04**:510–14

Mathematics, *see also* Algebra; Arithmetic; Geometry

Mathematics and science, Correlation of (C. E. COMSTOCK) **05**:788–98

Mathematics as a subject of study, List of articles on, 1871 to 1906, **06**:703

MATHEWS, B. C.—Ethics through sociology, **95**:624–31

Matron's Conference, Department of Indian Education, **02**:890–92

MATSUMURA, MOSUKE.—The Japanese exhibit and its relation to education in Japan, **04**:354–60

MATTHEWS, BRANDER.—American literature, **96**:95–104

MATTHEWS, NATHAN.—Justification of city expenditure on parks and parkways; material for public education, **03**:102–9

MAURELIAN, Bro.—Address on Education Day at New Orleans, +**85**:112–15

MAXWELL, GUY E.—Co-operation of universities and normal schools in training of elementary teachers, **05**:542–45; Discussion on Training of teachers, **02**:249–51

MAXWELL, HELEN M.—Artistic handicraft in primary and intermediate grades, **01**:654–56

MAXWELL, WILLIAM H.—Art teaching in our schools, **97**:268–75; Charter provisions as related to the organization of school systems, **05**:214–23; City school systems, **90**:447–60; Dissent from Report on correlation of studies, **95**:343; Examinations as tests for promotion, **90**:127–36; Methods of school taxation in New York City, **Com. Tax., 05**:31–37; New York method of appointing and advancing teachers, **05**:250; President's address: Education for efficiency, **05**:59–67; Report of Advisory Committee on simplification of spelling, **05**:281–86; Report of Committee of Fifteen, **95**:232–37; Report of Committee on Resolutions, **94**:34; The superintendent as a man of affairs, **04**:259–64; Supervision of city schools, **94**:310–21; The textbooks of Comenius, **92**:712–23; Discussions on: College-entrance requirements, **97**:315; Examination of teachers, +**89**:228–29; Medical inspection, **01**:239; Report of Conference on English of the Committee of Ten, **94**:508–12; "The Cambridge experiment," **94**:341

MAY, MARY C.—The need for English study by kindergarten students, **02**:425–29; Discussion on Handwork, **05**:389

MAYCOCK, MARK M.—Opening address, Art Department, **97**:755–58

MAYER, ALFRED M.—Educational value of exact measurement, **93**:558–60

MAYHEW, IRA.—Benefits of business education, **93**:803–5

MAYO, A. D.—Demands of the coming century on the common school, **76**:21–29; How to learn, **85**:102–18; Last words from the South, **84**:117–24; Lessons from American educational history, **98**:223–28; Moral instruction in common schools, **72**:11–24; **80**:6–17; National aid to education, +**82**:44–47; The new teacher in new America, **79**:57–69; Training of the teacher in the South, **89**:597–607; Discussions on: College education, **87**:168; Degrees for teachers, **79**:120

MEAD, EDWIN D.—Has the parochial school a proper place in America? **89**:123–47

MEADS, S. P.—The relation of physics to other subjects in the high-school curriculum, **99**:1103–6

Means afforded by the public schools for moral and religious training (T. A. MOTT) **06**:35–42

Means of improving the efficiency of the grammar school: Eliminations and modifications in the course of study (M. G. BRUMBAUGH) **06**:108–12

Measurement, Educational value of exact (A. M. MAYER) **93**:558–60

MEATH, EARL OF.—English experience with playgrounds, **93**:641–46

Mechanical art education, Russian system of (J. D. RUNKLE) **77**:231–35

Mechanical training for Indians, An all-round (F. K. ROGERS) **01**:909–10; Discussion, J. C. Hart, 910–11

Mechanics' Institute, Rochester, N. Y., Report on Exhibit of, at Chicago, Ill., **87**:704

Medical adviser in university, **03**:517, 529, 531

Medical inspection in public schools (Dr. W. S. CHRISTOPHER) **01**:236–38; Discussion: A. Gove, W. O. Krohn, W. H. Maxwell, E. P. Seaver, 238–40

—— of school children (S. BURRAGE) **98**:539–44; Discussion: J. W. Cook, D. Fall, B. A. Hinsdale, 544

—— of schools (W. B. POWELL) **98**:454–62

—— School diseases and (DELOS FALL) **98**:534–39

Medical schools, Standard of admission to (J. N. HALL) **95**:661–65

Meeting, First large, of the Association, **06**:528

Meetings, Calendar of, **06**:541–43

MEHAN, JOHN M.—Business training, good and bad, **94**:980–83; Correlation and co-ordination of business branches, **96**:794–803; President's address, Business Department, **95**:866–72

Mehan, John M., *In memoriam*, **01**:929–30

Meinong von Handschuchsheim, Alexius, Sketch of (H. SCHWARTZ) **06**:426

Mejerberg, C. J., Remarks on Education in Sweden, **76**:47

Meleney, Clarence E.—*In memoriam*, Albert Prescott Marble, **06**:322–26; The place of the library in school instruction, **04**:924–30; quoted, +**89**:141; Report on Child-study, **94**:1001; Report on the New York City exhibition of work in drawing, construction, and design, **04**:610–12; True object of early training, **85**:313–21; Discussion on Woodwork in grammar schools, **94**:267–77

Meleney, Mrs. Clarence E.—A mother's advice to kindergartners, **1900**:370–76

Members, List of: Original members at Philadelphia, 1857, **63**:29; **06**:521; Cincinnati, 1858, **63**:30–31; Washington, D.C., 1859, **63**:31; Buffalo, 1860, **63**:32; **64**:211; **65**:217–18; **66**:18; **70**:219–21; Elementary section, **71**:116; High-school section, 209; **72**:121–24; **73**:103–6; **74**:145–48; **75**:104–13; **76**:296–304; **77**:274–81; **79**:227–34; Supplementary list, 235–38; **80**:240–51; **81**:256–65; **82**:xxxvi–xliv; **83**:xxvii–xxxii; **84**, pt. 1:29–63; **85**:40–55; **86**:33–52; **87**:721–96; **88**:725–84; **89**:703–23; **90**:869–914; **91**:839–81; **92**:809–39; **93**:927–45; **94**:1025–61; **95**:1033–92; **96**:1007–70; **97**:1045–1115; **98**:1061–1127; **99**:1179–1248; **1900**:729–99; **01**:933–1022; **02**:901–1009; **03**:1064–65; **04**:986–87

Members, List of life, active, and corresponding, **06**:743–923

—— List of perpetual, **06**:558

Membership, Active, defined (N. M. Butler) **96**:22

Memberships, Organization of active permanent, **06**:533; Table showing growth of, 731

Memorandum concerning Report of Committee of Sixty, **98**:964–65

Memorial of the Department of Superintendence to Congress, on The relation of the general government to public education, +**75**:110

Memorial of the Massachusetts State Teachers' Association to Congress on The relation of the general government to public education, +**75**:111

Memorizing, Advantages of, **72**:135; Folly of, **81**:106; **82**:63; **86**:155; of poetry, **70**:169

Memory, **63**:87; **82**:186–92; **93**:728

—— Report of Committee on Mnemonic Systems, **92**:789–91

—— Training, to excess, **74**:52

Mendenhall, T. C.—Some neglected factors and forgotten facts, **99**:355–69

Menomonie (Wis.) public schools, Manual training in the (J. E. Hoyt) **01**:261–69

Mental and moral power, The teacher's work in the development of (N. A. Calkins) **81**:69–77

Mental concentration, **71**:72; **96**:82

Mental congruence, Laws of, Report of the Committee on Pedagogics, **95**:482–97

Mental differences of school children (J. A. Hancock) **97**:851–57; Discussion: S. S. Parr, 857–59

Mental effects of form in subject-matter (J. H. Hoose) **90**:753–55

Mental labor, Relation of, to health (W. N. Hailmann) **87**:299–304

Mental results from manual training (E. O. Sisson) **97**:742–47; Discussion: A. H. Chamberlain, 747

Mental science, Application of, to teaching (J. W. Dickinson) **70**:73–79

Mental waste and economy (G. T. W. Patrick) **93**:725–29

Mentally deficient, The physical betterment of the (J. H. McKee) **05**:885–95

Mentally deficient children, Limitations in educating (M. E. Pogue) **05**:895–900

Mercy, Bands of (G. T. Angell) +**84**:133–42; +**85**:87–92

Meredith, Mrs. V. C., Discussion on Agriculture in rural communities, **02**:223–24

Merit system in St. Louis (B. Blewett) **05**:241–44

Merriam, W. R., Address of welcome, **90**:75–77

Merrill, J. A.—Physiography in the secondary schools, **02**:784–89; Discussion on Physics for college admission, **97**:943

Merrill, Jacob T., *In memoriam*, **01**:930

Merrill, Dr. Jenny B.—Children's gardens, **98**:598–602; Methods of child-study in the kindergarten, **97**:598–603; Discussions on: Kindergarten discipline, **04**:432; Kindergarten methods, **05**:364–65; Mothers' Congress, **97**:865

Merrill, Moses, Discussion on Language studies in secondary schools, **93**:205–6

Merwin, A. G., Discussion on Progress of manual training, **89**:634

Merwin, J. B., Discussion on The teacher and reforms, **75**:187

Meserve, Charles F.—Heart culture in Indian education [an abstract] **03**:1056–57

Mess, M. A., Discussion on Grading for country schools, +**87**:153

Metal-working, The educational value of (V. S. Paessler) **99**:911–16

METCALF, R. C., City school systems, **95**: 396; The library movement: What it means and what it should include, **01**: 830–35; Supplementary reading, **99**: 466–72; Discussions on: Free traveling library, **1900**:655; Study of English, **94**: 290

Meteorology, High school course in, **Com. Ten, 94**:231–34; Methods of teaching, 227–31

Method as related to the preparation of teachers, **99**:723–26

Method, Data of (J. M. GREEN) **97**:63–73

—— The real province of (J. M. MILNE) **95**:689–94; (H. SANDISON) **95**:694–700

—— The use and danger of (W. A. MILLIS) **02**:441–46; Discussion: W. H. Hatch, M. A. Holton, E. H. Mark, D. B. Parkinson, A. W. Rankin, J. E. Richardson, A. P. Wertz, 446–47

Methods of Study in English (M. W. SMITH) **89**:520–24

—— of supervision of public-school kindergartens (H. M. MILLS) **05**:354–60

—— of teaching, List of Articles on, 1860 to 1903, **06**:727–28

—— of teaching child-study in normal schools (A. BUCKBEE) **04**:787–90

—— Philosophy of (J. W. ARMSTRONG) **71**:99–103

Metric system, **70**:143, 151; **80**:39

Mexican, Education of the (W. H. ASHLEY) **86**:222–28

Meyer, A., Discussion on Psychic arrest, **03**:813–15

MEYER, B. H.—The preparation of commercial teachers for the public schools, **02**:669–74

Michigan, School journalism in (H. A. FORD) **93**:831–33

Mickleborough, John, Discussion on Promotions, **96**:600

Microscope, The, in the biological laboratory of the high school (J. F. THOMPSON) **04**:859–63; Discussion: S. M. Coulter, 863–65

—— in the public schools (W. H. SKINNER) **97**:935–37

Microscope, The projection, in teaching biology (A. H. COLE) **02**:771–78; **05**: 814–15

Microscopes in school, **94**:428–29; **95**:622

Mighell, Ida, Discussion on Teaching our language to non-English-speaking pupils, **05**:420–21

MILES, MANLY.—Instruction in manual arts in connection with scientific studies, **76**:249–56

Military Academy, U. S., at West Point, **75**:129

—— Conditions of admission to (H. BARNARD) **63**:103–18; Statistical tables and letters, 118–27

—— Standard of admission raised at, **+79**:160

—— West Point and its history, **91**:225–33

Military education in the U. S. (A. ALLENSWORTH) **91**:221–34

Military methods as models, **+81**:33–34

Military science and tactics in our universities and colleges (A. D. SCHENCK) **75**: 124–33

Military system in state colleges (E. ORTON) **+79**:185–89; Discussion, 189–90

Military training, Should we have, in the schools (D. A. SARGENT) **96**:920–26; Discussion: Mrs. F. W. Leiter, J. N. Wilkinson, 926–29

Mill, John S., quoted, **74**:70

Millar, John, Discussion on Training of teachers, **93**:405–6

Millenary of King Alfred, Letter regarding the (C. M. Gayley) **99**:40–43

MILLER, EDWIN L.—Subjects for compositions: Shall we draw them from literature or from life? **98**:696–700

Miller, Angelina N., *In memoriam*, **1900**: 724

Miller, G. McA., Discussion on State universities, **01**:613

Miller, Herbert, Discussion on Educational value of common-school studies, **85**:233

Miller, J. H., Discussion on Libraries and teachers, **97**:299

Miller, J. M., Discussion on English, **04**: 510

MILLER, JOHN C.—Drawing, its relation to manual training and the industrial arts, **94**:872–76

Miller, K., Discussion on Educational value of geometry, **98**:194–95

MILLER, LESLIE W.—Æsthetic aim in drawing, **93**:462–66; Craftsmanship in education, **03**:627–33

Miller, Lewis, *In memoriam*, **01**:930–31

MILLER, MARY JEAN.—President's address, Kindergarten Department [an abstract] **05**:342–43; What is kindergarten discipline, **04**:427–31

Miller, Thomas C., Discussion on Minimum salary law [of West Virginia] **06**: 140–41

MILLER, WALTER MCNAB.—Application of arithmetic to physical science, **88**:379–82

MILLIS, W. A.—The library as an educator, **02**:799–804; The use and danger of method, **02**:441–46

Mills, ESTHER, Discussion on English, **04**: 509

MILLS, HARRIETTE MELISSA.—Methods of supervision of public-school kindergartens, **05**:354–60

Mills, J. J., Discussion on Pedagogical training in colleges, **90**:677

MILLSPAUPH, J. F.—Ethical value of history in elementary schools, **96**:410–14; Sociology's demand upon the schools, **98**:267–70; Discussions on: Reading, **98**:554; Individual instruction, **01**:301

MILNE, JAMES M.—Real province of method, **95**:689–94; Discussion on: State supervision, **90**:443; Teacher as an expert, **94**:869

Milne, William J., Discussion on Training of teachers, **95**:255

Milner, Ange V., Discussions on: Library in school instruction, **04**:930–31; Teachers and librarians, **97**:1014, 1032

Mind, Avenues to the (W. M. GRIFFIN) **85**:339–48

Mind and music (T. H. JOHNSON) **95**:795–801

Miner, A. A., Discussion on Manual training, **87**:225–26

Minimum preparation for teaching (T. PRICE) **98**:448–51

Minimum salary law [of Indiana], Teachers' salaries and how affected by operation of the (F. A. COTTON) **06**:132–39; Discussion: T. C. Miller, N. C. Schaeffer, 140–41

—— —— [of Pennsylvania], Discussion: N. C. Schaeffer, **06**:140

—— —— [of West Virginia], Discussion: T. C. Miller, **06**:140–41

Minnesota, Public education in (W. W. FOLWELL) **75**:58–76

Minnesota and her blind children (B. P. CHAPPLE) **02**:840–44

Minnesota and her deaf children (J. N. TATE) **02**:836–40

Minnesota and her feeble-minded and epileptics (A. C. ROGERS) **02**:845–46

Minnesota Academy of Natural Sciences, Letter of welcome from, **75**:87

Minnesota Agricultural High School, **Com. Indust.**, **05**:74–83; Course of study in, 75–83

Minority Report on Geography Conference (E. J. HOUSTON) **Com. Ten**, **94**:237–49

Minutes of the annual business meeting of the active members, **99**:26–28

MISCHKA, JOSEPH.—Our experience in introducing music in public schools, **96**:730–35

MISSIMER, H. C.—High school and the citizen, **89**:507–12; Discussion on Preparation of teachers, **91**:522–24

Mission of music in the public schools, The (A. E. WINSHIP) **05**:630–33

Mission of the class library (C. G. LELAND) **03**:953–56

Mission of the elementary school, The (M. G. BRUMBAUGH) **98**:343–48

Missouri, The educational papers of (H. A. GASS) **93**:842–43

Missouri State Teachers' Association, **06**:515; Resolutions of, on National aid to education, +**75**:112

Mistakes, Some of our (G. M. GRANT) **01**:118–24

MITCHELL, CLARA ISABEL.—Textile arts as constructive work in elementary schools, **01**:647–54

Mitchell, William, *In memoriam* (G. A. MCFARLAND) **90**:44–46

MITCHILL, THEODORE C.—The teaching of composition, **05**:458–59

Model school, German, A year in a (JULIA TUTWILER) **91**:161–69

Model school, Place and function of the (C. DEGARMO) **83**:47–54

Model School for the Deaf and Blind, and their exhibits at St. Louis (S. M. GREEN) **04**:937–39

Model schools, Usefulness of; Discussion, **68**:49–50

Modeling in clay (E. A. SPRING) **79**:221–22; **80**:19–20; **81**:249; **88**:195; **90**:803–4; **92**:676

—— in public-school work (Mrs. E. M. KENT) **94**:915–24; **96**:783

Modern education, Contributions of, to religion (G. A. COE) **03**:341–45

—— Some tendencies of (J. A. FOSHAY) **97**:159–62

Modern language, Function of grammar in teaching a (F. D. ALDRICH) **04**:525–28; Discussion: O. E. Wieland, 528

—— Rapid reading in teaching a (W. E.) JOHNSON) **04**:528–31; Discussion: J. D. Brooks, W. E. Johnson, J. P. Worden, 531–32

Modern Language Association of America, Report of the Committee of Twelve of, on College-entrance requirements, **99**:707–55

Modern language-study in our secondary schools (G. A. SMITH) **04**:522–24; Discussion: R. W. Moore, 524–25

Modern Languages Conference (C. H GRANDGENT) **Com. Ten**, **94**:96–103

Modern languages, Conversation as a vehicle of instruction in; Discussion: Max Batt, G. W. Neal, G. A. Smith, **04**:532–33

Modern system of higher education for women in Prussia (F. PAULSEN) **06**:395–408

Modernizing the course of study (W. A. HESTER) **02**:233–37

Modification of the high school to meet twentieth-century demands, I (J. S. BROWN) **04**:491–95; Discussion, 495–96; II (W. L. BRYAN) 496; III (B. F. BUCK) 496–502

Molding, **85**:269

MONROE, WILL SEYMOUR.—American Association for the Advancement of Education, **06**:471–74; American Lyceum Association, **06**:465–67; Development of the social consciousness of children, **98**:921–28; Fatigue among school children, **99**:90–93; *In memoriam* Leland Stanford, **94**:236–38; Play interests of children, **99**:1084–90; Recent International Congress at Liège, **06**:351–55; State teachers' associations organized before 1857, **06**:514–15; Typical child-study methods at the St. Louis Exhibit, **04**:759–62; Western Literary Institute and College of Professional Teachers, **06**:463–64; Discussion on Admission to normal schools, **98**:747

Monsarrat, Laura Lucas, *In memoriam*, **02**:897

MONTAGUE, A. P.—Closing address, **1900**:180–82

Monteith, John, Remarks, **71**:85–86

Monfort, R. V. R., *In memoriam*, **01**:931

MONTGOMERY, Rt. Rev. GEORGE.—The religious element in the formation of character, **99**:121–27

Montgomery, M. A., Discussion on School supervision, **88**:527

Moon, William, *In memoriam*, **95**:212

MOORE, ANNIE R. OSBORNE.—Self-correcting system of drawing, **93**:500–4

Moore, Robert Webber, Discussions on: Illustrated aids in teaching German, **04**:536; Modern language study in secondary schools, **04**:424–25

Moral and literary training in the public schools (J. B. PEASLEE) **81**:104–17

Moral and religious training, **05**:291–93; Means afforded by the public schools for (T. A. MOTT) **06**:35–42

Moral education in elementary and secondary schools (Mrs. D. L. WILLIAMS) **92**:101–8

Moral education in elementary schools, Report of the Committee on (E. E. WHITE) **96**:407–10

Moral education in the common schools (W. T. HARRIS) +**88**:81–91; Discussion: E. Brooks, 91–98

Moral education in the public schools, Effect of, upon the civic life of the community (W. O. THOMPSON) **06**:42–49; Discussion: W. J. Shearer, J. M. Greenwood, and others, 49–51

—— List of Articles on religious and, 1859 to 1906, **06**:715–16

Moral factor in education, The (W. H. P. FAUNCE) **01**:627–34

Moral instruction, **90**:446

—— in the elementary schools; Discussion, **95**:443–46

—— Incidental method of (L. STICKNEY) **96**:414–18; Discussion: J. E. Bradley, B. A. Hinsdale, and others, 418–21

—— Methods of, in common schools (A. D. MAYO) **72**:11–24; Discussion: J. M. Gregory, J. White, 24–27

—— Resolution on, **90**:39

Moral training (R. H. RIVERS) **77**:180–85; **80**:112

—— in elementary schools (Z. RICHARDS) **92**:317–23

—— in the public school (E. E. WHITE) **86**:128–38; Discussion: I. W. Andrews, W. Baker, A. C. Boyden, H. F. Kealing, J. B. Peaslee, D. W. Stern, E. E. White, Prof. Wiener, 138–46

—— Religious motives in (R. ALLYN) **87**:383–91

—— thru the common branches (C. DEGARMO) **94**:165–73

—— Value of literature in (C. DEGARMO) **94**:388–97

Moral value of art education (ADA M. LAUGHLIN) **90**:141–49; Discussion: Flora Rennell and others, 150–58

Moral virtues, Practical culture of the (J. BALDWIN) **92**:759–63; Discussion, 754–55

Morality, a basis for ethical training in elementary schools (C. DEGARMO) **91**:170–77; Discussion: F. M. McMurry, 177–79

—— Education and, **71**:36

—— an element in primary education (W. H. RUFFNER) **76**:39–46

Morals, Bible the textbook of, **72**:20

—— Christian, **81**:84

—— Dependence of, on religion, **87**:155

—— Economic causes of modern progress in (S. N. PATTEN) **92**:415–21

—— Education of the heart (H. H. FICK) **83**:25–35

—— Ethical culture in the college and university (J. H. CANFIELD) **92**:108–14; Discussion: H. A. Fischer, E. E. White, and others, 114–17

—— The ethical element in literature and how to make the most of it in teaching (J. A. MCLELLAN) **94**:71–84

—— History as an aid to moral culture (C. M. ANDREWS) **94**:397–409; Discussion: F. Bellamy, J. Seth, 409–12

—— in a full-orbed education (J. R. Buchanan) **75**:41–58
—— Manual training for moral ends (R. C. Bates) **01**:270–75
—— of the student, The relation of the college to the (M. D. Hornbeck) **90**: 690–96
—— Patriotism and, **72**:18
—— Public schools and (J. W. Stearns) **85**:81–90
—— School statistics and (W. T. Harris) **94**:342–49
—— thru art, **90**:141–49; **92**:668
—— thru biography and history, **92**:614, 764; **95**:362; (J. F. Millspaugh) **96**: 410–13
—— thru kindergarten, **91**:561; (Irwin Shepard) **92**:96–101, 183; **94**:686–90
—— thru music, **72**:21; **75**:54; **85**:373; **89**:461; **91**:818
—— thru physical training, **92**:344, 369
—— thru recitations (A. Kirk) **71**:67–77
—— thru sociology (B. C. Mathews) **95**: 624–31; Discussion, 632
Morals, *see also*, Character
Morals and manners, **80**:117, 125
Morals and manners of students, **03**:517–37
Moran, Selby A.—The education of the amaruensis, **02**:691–96
More, Ira, Discussion on Criticism of public schools, **88**:158–60
Morey, C. A.—What may normal schools do to form right habits of thought and study in pupils? **76**:192–96
Morgan, B. S., Discussions on: Civil service, +**87**:67–69; Grading in country schools, +**87**:154
Morgan, Thomas J.—American Educational Exhibit of 1892, **90**:430; The ideal schoolmaster, **85**:69–80; *In memoriam* Roswell D. Hitchcock, **87**:669; School and library, **87**:192–95; Shall the state teach music? **87**:615–20; Discussions on: Criticism of public schools, **88**:156; Relation of the general government to Indian education, **90**:491–94
Morgan, William D., *In memoriam*, **1900**: 724–25
Mori, Arinori.—Education in Japan, **72**: 105–7
Mormonism, Educational cure for (A. E. Winship) **86**:117–26
Morrill, J. S., Remarks to the Department of Superintendence, +**74**:42
Morris, George P., Letter incident to writing the poem "Woodman, spare that tree!" +**84**:54
Morris, Margaret.—Music as a factor in education, **90**:815–18; Discussion on Teaching current events, **92**:153–54
Morris, Miss R. Anna.—The appreciation and development of the individual, **97**:871–73; The hygienic relation of dress to education, **94**:880–86; Physical education in our schools, **92**:366–72; President's address: Status of Physical training, **96**:895–99
Morrison, Gilbert B.—Do our high schools prepare for college and for life? **99**:603–10; Report of the Committee on Secret Fraternities, **05**:445–51; Secret fraternities in the high schools, **04**: 484–90; Discussions on: Fraternities, **04**:490; High schools, **99**:610; Secondary school, **99**:422; Trades, **01**:681
Moseley Commission, The, **05**:287–89
Mosely, F. Y., Discussion on Teaching biology, **95**:622
Mosher, C. L., Discussion on Twelve-year course of study, **05**:434–35
Moss, Lemuel.—President's address, Department of Higher Instruction, **81**:180–81; Discussions on: College dormitories, **79**:107; Scholarships, **80**:162
Mosso, Angelo.—Training of the human body, **93**:623–26
Most effective use of a superintendent's time (A. B. Blodgett) **03**:224–27
Motherhood, Educating girls for (Mrs. E. Hailmann) **89**:455–65; Discussion: Miss Cropsie, 465–67; (Mrs. S. B. Cooper) 467–73; (R. Allyn) **91**:375–78
Mother's advice to kindergartners, A (Mrs. C. E. Meleney) **1900**:370–76
Mothers, A kindergarten message to (Mrs. A. M. Hughes) **98**:614–19
Mothers' classes, Scope and results of (E. Harrison) **03**:400–5; Discussion: Mrs. M. B. B. Langzettel, 405–6
Mothers' meetings, How to conduct (M. C. McCulloch) **95**:533–35; (W. T. Caldwell) **95**:535–38
Mott, T. A.—The church and the public school, **01**:541–48; Contagious diseases in school, **98**:381–86; Means afforded by public schools for moral and religious training, **06**:35–42; Discussions on: Correlation of high-school and grammar-grade work, **01**:288; Students fitted for college at sixteen, **97**:657; Successive differentiation of subjects, **98**:640–62; Leader of Round Table of Superintendents of small cities, Section C, **01**:287–88
Motta, Philippe da.—Education in Brazil, **76**:46–47
Moulton, Richard G.—Study of literature, **94**:210–20

MOUNT, JOSEPH.—The finger-alphabet, **68**:61–63

Movement, Study of, and mental status (F. WARNER) **93**:750–55

MOWRY, WILLIAM A.—College curriculum, **86**:358–66; Educational journalism in New England, **93**:811–21; *In memoriam* Merrick Lyon, **89**:362–63; Letter on Arbor Day, +**84**:49; Lighting and seating of schoolrooms, **98**:364–69; A national university, **89**:189–202; Preparation for citizenship, **93**:273–78; Province of music in education, **89**:674–80; Report of Committee on Place and function of the academy, **85**:447–55; Report of Committee on School sanitation, hygiene, and physical training, **96**:449–63; Discussions on: Educational value of manual training, **89**:425, 428; Examinations, +**89**:252, 253; Examinations and promotions, **94**:294; Functions of the N. E. A., **91**:451; Higher education of the rural population, **89**:390; Teachers' certificates, +**87**:58

MUCKLEY, HENRY C.—Enriching the course in the elementary schools, fifth to eighth grades, **94**:428–39

MUENCH, HUGO.—North American Turnerbund: its history, aims, and achievements, **93**:657–60

Mumford, Mary E., Discussion on Who shall appoint teachers, **93**:82

MUNSELL, ALBERT H.—Art education, **88**:614–22; Report of Committee on Art Exhibits, San Francisco, **88**:720–22

Murbach, Lewis, Discussions on: Physiology, **01**:603; Zoölogy, **01**:584

MURPHY, EDGAR GARDNER.—The schools of the people, **03**:129–37; The Southern Education Board, **06**:495–99

Murphy, G. T., Discussion on Environment and geography, **98**:160–61

Murphy, M. M., Discussion on Indian schools, **01**:914

MURPHY, Sister MACARIA.—The day school the gradual uplifter of the tribe [an abstract] **01**:913–14

MURRAY, DAVID.—Education in Japan, **76**:68–69

Museum, *see also* National Educational Museum

Museum of educational appliances, Committee on, **77**:18; Report (J. O. WILSON) 55–58; Committee of Department of Superintendence on, 253; Resolutions of superintendents, 259; Discussion, 260

—— Report of Subcommittee on, +**77**:163–65; Text of all previous reports, +**77**:163–65, footnotes

Museums, The educational value of (O. C. FARRINGTON) **02**:765–71

—— illustrative of education (JOHN EATON) +**81**:56–66

—— List of articles on exhibitions and, 1875 to 1905, **06**:685–86

—— School, **06**:227

—— Technological, defined, +**80**:60

—— The uses of educational (F. J. V. SKIFF) **05**:80–85

Music, Accent and time language in (H. GRIGGS) **88**:649–51

—— aids in elementary teaching (W. F. HEATH) **88**:637–43

—— An anomalous situation in, with suggestions for improvement (H. E. DANN) **02**:616–21

—— as a branch of school education, President's address (D. B. HAGAR) **85**:369–75

—— as a factor in culture (C. E. LOCKE) **05**:644–50

—— as a factor in education (M. MORRIS) **90**:815–18

—— as a regular and required branch of grade work (A. GOVE) **90**:819–21

—— as a study, President's address, Department of Music (H. GRIGGS) **90**:813–15; **91**:811–12

—— as a subject to be counted for admission to college (E. D. RUSSELL) **03**:708–13

—— as part of life (F. DAMROSCH) **03**:713–18

—— Better teaching or a new notation, which? (H. E. HOLT) **86**:590–98

—— Content and extent of, in public schools (H. GRIGGS) **99**:977–80; Discussion: Mrs. G. Boyd, H. Griggs, P. C. Hayden, Alice Lyon, 981

—— Correlation of, with other branches of the school curriculum (Mrs. E. CASTERTON) **05**:637–42

—— Course of, for county institutes (K. E. STONE) **99**:994–97; Discussion: Mrs. F. M. Clark, Mrs. C. B. Smith, 997

—— —— in public schools (A. J. GANTVOORT) **95**:785–88

—— Elementary, in our public schools (J. H. ELWOOD) **88**:651–58

—— Elements of, in primary grades (B. JEPSON) **85**:384–94

—— for children under seven years (M. R. HOFER) **1900**:397–402

—— for little children, **85**:365

—— The future development of school (T. TAPPER) **02**:633–40

—— Growth of, among the people (E. O. SILVER) **91**:813–20

—— High school (Mrs. F. E. CLARK) **02**:626–33

—— How good, makes good citizens (F. Damrosch) **96**:722–28; Discussion: S. L. Dunning, 728–29
—— How pupils learn to know and do in (C. H. Congdon) **95**:778–85
—— in education (Mrs. E. A. Thomas) **96**:737–41
—— in normal schools (G. B. Loomis) **70**:65–71
—— in public education, and some elements essential to its success (P. C. Hayden) **92**:530–37
—— in relation to other studies (S. L. Arnold) **95**:788–89
—— in schools, List of articles on, 1870 to 1905, **06**:703–6
—— in the kindergarten (A. M. Stoval) **99**:559–63
—— in the new education (D. M. Kelsey) **94**:928–39
—— in the public high school (O. S. Westcott) **86**:567–73
—— in the public schools, from the music director's standpoint (O. E. McFadon) **89**:695–700
—— —— a means of culture in the community (L. Robinson) **04**:692–95
—— —— The mission of (A. E. Winship) **05**:630–33
—— —— An outside musician's views of (W. H. Dana) **89**:680–83
—— —— Special report on (E. O. Silver) **89**:684–93
—— —— What it is, and what it ought to be (A. J. Gantvoort) **92**:524–30
—— Influence of, upon national life (A. J. Gantvoort) **1900**:145–53
—— Methods and devices in teaching public school (B. Jepson) **92**:537–42
—— Methods in teaching, **80**:125; (H. E. Holt) **84**:213–16; (A. T. Cringan) **91**:820–24
—— Methods of teaching (W. B. Powell) **99**:987–88; Discussion: Mrs. G. Boyd, Mrs. F. M. Clark, G. M. Cole, H. Griggs, P. C. Hayden, A. S. McPherron, Mrs. C. B. Smith, G. H. Taylor, 988–89
—— Mind and (T. H. Johnson) **95**:795–801
—— Natural methods in teaching, to children (F. E. Howard) **96**:719–21
—— The next step in: What shall it be (Mrs. C. B. Adams) **98**:848–55; Discussion: Sarah L. Arnold, 855
—— of the American Indian (Natalie Curtis) **05**:933–34
—— Our experience in introducing, as a study in our public schools (J. Mischka) **96**:730–35; Discussion: P. M. Bach, 735–36
—— Province of, in education (W. A. Mowry) **89**:674–80
—— Psychological and ethical value of (E. K. Fairweather) **02**:621–25
—— Purpose of teaching, in the public schools (S. W. Cole) **03**:695–99
—— Relation of, to life (T. W. Surette) **01**:181–88
—— Report of Committee on Study of, in the eight grades (P. C. Hayden) **05**:667–68
—— School, in character making (A. E. Winship) **99**:844–48
—— Shall the state teach music (T. J. Morgan) **87**:615–20
—— Some helpful things concerning, in the public schools (N. C. Stewart) **94**:953–56
—— Some helpful things I have learned in teaching (Mrs. M. E. Brand) **88**:643–48
—— Some questions involved in making, a major study (W. Scott) **05**:633–37
—— Some type-forms in the teaching of, **05**:662–66
—— Standards in public school (Anna Birchard) **97**:790–91
—— Study of, in its relation to mental development (S. H. Preston) **91**:824–26
—— Teaching (S. L. Dunning) **86**:574–79
—— Thinking sounds directly or indirectly (S. W. Cole) **96**:741–47; Discussion: J. E. Crane, 748–49
—— Value of, in public education, as a means of discipline and culture (G. C. Young) **92**:515–19; Discussion: 519–24
—— What is, and how can we help children to become musical? (M. R. Hofer) **98**:833–39
Music and education, President's address, Department of Music (D. B. Hagar) **85**:369–75
Music and morals, **72**:21; **75**:54
Music and music-study, The influence of, upon character (A. J. Gantvoort) **98**:390–96
Music Education, Congress of, 1893, Titles of papers read at, **06**:654
Music education, The rights of boys and girls in (N. C. Stewart) **01**:718–20
Music Education, Department of: **85**:369–403; **86**:563–605; **87**:607–52; **88**:625–61; **89**:665–700; **90**:811–23; **91**:809–26; **92**:509–42; **93**:507–23; **94**:925–56; **95**:765–807; **96**:717–53; **97**:772–91; **98**:832–55; **99**:970–97; **1900**:531–41; **01**:704–20; **02**:615–43; **03**:683–718; **04**:675–707; **05**:627–68
—— —— Origin of, **85**:369

Music Education, President's address, Department of Music (N. C. STEWART) **88**:629–33; **89**:668–74; **95**:767–70; (A. J. GANTVOORT) **01**:705–6

—— —— Report of Committee of, on Terminology, **88**:684; on School songs, **97**:772–73

—— —— Resolutions on Death of Sterrie A. Weaver, **04**:677; on Mrs. Emma A. Thomas, **05**:629

—— —— Resolutions on Unifying methods, **88**:628; on Vocal music instruction as a regular branch, 628

Music instruction in public schools (N. C. STEWART) **86**:580–89

—— —— Relation of the grade teacher to (C. A. FULMER) **05**:650–54

—— in the schools of New York City (F. R. RIX) **05**:657–62

—— Relation of, to our educational system (A. E. WINSHIP) **89**:693–95

—— What can school superintendents do to advance (L. W. DAY) **88**:658–61

Music methods, Primary (Mrs. M. B. PARR) **04**:681–85

Music-study, Purpose of, in the public schools (F. TREUDLEY) **95**:771–77

—— Ultimate object of: President's address, Music Department (P. C. HAYDEN) **99**:972–77

—— What power does the child gain thru (T. TAPPER) **99**:981–86

Music supervisor, The, and his relation to professional musicians and educators (F. NAGEL) **04**:699–702

—— The necessary education of the (Mrs. C. B. SMITH) **99**:989–93; Discussion: Mrs. G. Boyd, 993

Music teachers in their relation to schools (C. HAUPERT) **01**:706–9

Music theory, Development of, thru practice (O. E. MCFADDON) **96**:749–53

Musical education, The tonic sol-fa notation as a factor in (T. F. SEWARD) **86**:599–605

Musical instruction, Superintendents and (L. W. DAY) **88**:658–61

—— What the average teacher can do in (S. L. DUNNING) **86**:574–79

Musical interpretation, A study in (H. E. KRATZ) **1900**:590–91

Musical notation, Learning to read (C. H. GREENE) **93**:510–12; Discussion, 512–14

Musical qualifications necessary for teacher of music in the public schools (F. L. NAGEL) **02**:640–43

Musrush, F. F., Discussion on Writing in grades, **01**:753–54

MUZZEY, DAVID SAVILLE.—What facts of ancient history should be taught in secondary schools, **05**:461–66

Myth and history in the elementary schools (M. H. PRENTICE) **02**:447–53; Discussion: Stella L. Wood, 453–54

N

NAGEL, FRANK L.—Musical qualifications necessary for a teacher of music in the public schools, **02**:640–43; The public-school music supervisor and his relation to professional musicians and educators, **04**:699–702

Nageler, John G., *In memoriam,* **02**:897–98

NARDIN, E. C.—Correlation of the schoolroom and farm work for Indians, **02**:870; Discussion on Indian educational exhibits, **04**:982

Nash, G. W., Discussion on Recognition of certificates and diplomas, **04**:307–9

NASH, LOUIS P.—How to meet the people, **02**:237–39

National aid for public schools, **82**:ix–x; (A. D. MAYO) +**82**:44–48; (D. A. HAWKINS) 48–60; (J. EATON) **83**:106–25; (J. W. DICKINSON) +**84**:81–87

—— Committee on, +**83**:42

—— Letter and resolutions on (J. S. ROLLINS) **81**:66–68, 159–60

—— Resolutions on, +**77**:165, 166; **79**:98–99; +**83**:58

National aid to education (J. W. PATTERSON) +**81**:68–78; Discussion, 78; (F. W. BICKNELL) **84** pt. II:72–75

—— Constitutionality of (W. LAWRENCE) +**83**:54–58

—— Proposed legislation respecting, +**84**:106–12

—— Resolutions on, **85**:20; **87**:45

National aid to public schools, The new Bill for (B. G. NORTHROP) +**84**:112–17

National Association of School Superintendents, *see* School Superintendents, National Association of

National Association of State Libraries, **06**:486

National Bureau of Education (E. E. WHITE) **01**:420–25

—— —— "Education a national interest:" Speech on a bill to establish a, **01**:426–35

National Bureau of Education, *see also* Education, Bureau of

National Columbian Public School Celebration, Preamble and resolutions on a, **92**:563–64

National Council of Education, Objects and duties of the, **06**:26–27

National Council of Education, *see* Council of Education

National Education Association of the U. S., Proposed bill to incorporate the, **05**:26–40; Act to incorporate the, **06**:21–24

National education in Scotland (F. C. STEVENSON) **93**:874–77

National education in the sixteenth century, Rise of (J. W. PERRIN) **01**:613–19

National Educational Association: Constitution (N. T. A.) **57**:4; **58**:17–18; **59**:14–15; **63**:47–48; **64**:135–36; **65**:215–16; **66**:16–17; (N. E. A.) **70**:215–17; **72**:117–19; **73**:99–101; **74**:141–43; **75**:101–3; **76**:293–95; **77**:271–73; **79**:224–26; **80**:237–39; **81**:253–55; **82**:xxxii–v; **83**:xxiii–vi; **84**:25–28; **85**:37–39; **86**:28–31; **87**:9–12; **88**:5–8; **89**:5–8; **90**:5–8; **91**:5–8; **92**:1–3; **93**:917–20; **94**:1–4; **95**:1–5; **96**:1–5; **97**:1–5; **98**:1–5; **99**:1–5; **1900**:1–5; **01**:1–5; **02**:11–15; **03**:1–5; **04**:1–5; **05**:1–5

—— —— Amendments to, **76**:48; **80**:22, 156; **84**:14; **86**:11–12; for permanent Secretary, **98**:24; 27–30; **1900**:29; By-laws, **03**:28

—— —— Proposed amendments, **83**:xi; **84**:11; **85**:31; **97**:22, 26, 33; **99**:26; **1900**:36; Discussion, 26; to By-laws, **03**:24; **05**:36

—— —— Report of Committee on Amendments, **86**:126–27

—— —— Report of Committee on Revision, **96**:23, 33–34

—— Educational propaganda (A. J. RICKOFF) **91**:209–11

—— Emergency fund, Resolution on establishment of an, **92**:30; adopted, **93**:920–21; First annual report, **94**:24; Second report, **95**:15; Addition to fund, 48

—— Endowment, **76**:19; Report of Committee on, 48

—— finances, Report of Board of Trustees on, **74**:100; **85**:25; **87**:38–39; **88**:37–38; **89**:35–36; **90**:36; **91**:35; **92**:16; **94**:22; **95**:13–16

—— Historical sketch of, **06**:521–34

—— History of, reviewed, **79**:8–14; (Z. RICHARDS) **91**:118–33; Discussion: E. C. Hewett, 133–36

—— Impressions of the Convention as expressed in the Chicago newspaper reports and editorials, **87**:799–817

—— incorporation, Bill of, **80**:21; Failure of bill, **81**:266; Committee to secure, **85**:26; secured, **86**:19; incorporated, **86**:31–32; Certificate of, 32; Act of, **88**:8; **90**:8; **91**:8; **92**:4

—— Its organization and functions (W. T. HARRIS) **91**:443–51; Discussion: W. R. Garrett, A. Gove, and others, 451–56

—— Meetings, by places:
Asbury Park, **94**:1–1071; **05**:1–968
Atlanta, **81**:1–280; +**81**:7–79
Baltimore, **76**:1–308
Boston, **72**:5–287; **03**:1–1080
Buffalo, **60**:1–82; **96**:1–1088
Charleston, **1900**:1–809
Chautauqua, **80**:1–268; +**80**:1–111
Chicago, **63**:1–128; **87**:1–829; +**87**:1–200; **93**:5–1006
Cincinnati, **58**:1–62
Cleveland, **70**:1–222; +**70**:1–38
Denver, **95**:1–1102
Detroit, **74**:1–294; +**74**:1–11; **01**:1–1034
Elmira, **73**:1–272
Harrisburg, **65**:214–320
Indianapolis, **66**:1–139; Sup. 1–16
Los Angeles, **99**:1–1258
Louisville, **77**:1–288
Madison, **84** pt. I:5–361; pt. II:3–67; pt. III:1–176
Milwaukee, **97**:1–1132
Minneapolis, **75**:1–195; **02**:1–1021
Nashville, **68**:3–63; **89**:5–732; +**89**:9–300
Ogdensburg, **64**:135–211
Philadelphia, **57**:3–8; **79**:1–283; +**79**:1–192
St. Louis, **71**:1–232; +**71**:1–87; **04**:1–1003
St. Paul, **90**:5–929
San Francisco, **88**:5–794; +**88**:5–165
Saratoga, **82**:i–xlvi, 1–203; +**82**:7–112; **83**:v–xxxiv, 3–129; +**83**:7–81; **85**:1–546; **92**:1–848
Topeka, **86**:9–605; +**86**:83–169
Toronto, **91**:5–892
Trenton, **69**:1–36
Washington, **59**:3–20; **98**:1–1139

—— Meetings by years:
1857, at Philadelphia
1858, at Cincinnati
1859, at Washington, D. C.
1860, at Buffalo
1861, no meeting
1862, no meeting
1863, at Chicago
1864, at Ogdensburg
1865, at Harrisburg
1866, at Indianapolis
1867, no meeting
1868, at Nashville
1869, at Trenton
1870, at Cleveland
1871, at St. Louis
1872, at Boston
1873, at Elmira
1874, at Detroit
1875, at Minneapolis
1876, at Baltimore
1877, at Louisville
1878, no meeting
1879, at Philadelphia
1880, at Chautauqua

1881, at Atlanta
1882, at Saratoga
1883, at Saratoga
1884, at Madison
1885, at Saratoga
1886, at Topeka
1887, at Chicago
1888, at San Francisco
1889, at Nashville
1890, at St. Paul
1891, at Toronto
1892, at Saratoga
1893, at Chicago
1894, at Asbury Park
1895, at Denver
1896, at Buffalo
1897, at Milwaukee
1898, at Washington, D. C.
1899, at Los Angeles
1900, at Charleston
1901, at Detroit
1902, at Minneapolis
1903, at Boston
1904, at St. Louis
1905, at Asbury Park
1906, no meeting
—— Membership, active and associate, (Dr. NICHOLAS M. BUTLER) **96**:22; *See* Members
—— Printing proceedings of, **88**:29; **91**:31, 387; **92**:33, 36
—— Report of Committee on Honorary Membership, **91**:26
—— Report of Committee on Membership, **92**:32–33
—— Report of Committee on Permanent Secretary, **90**:50
—— Report of Committee on Publishing a Periodical, **59**:8
——Report of Joint Committee of A. L. A. and, on Instruction in Library Administration in Normal Schools (ELIZABETH G. BALDWIN) **06**:215:81; *also* published as a Special Report, May, 1906, 71 p. Referred to in this Index as **Lib. Adm., 06**:1–71
—— The workers of the Association, **91**:132
National Educational Museum, Report of Committee on, +**77**:163–65
National government, The relation of the, to public education (J. EATON) **70**:111–30
—— and education (J. EATON) **83**:106–25
National Organization of teachers, **06**:518–20
National public instruction, The new bill for (B. G. NORTHROP) +**84**:112–17; Resolutions on, **69**:30; **87**:45
National Society for Child-Study (C. C. VAN LIEW) **97**:869
National Teachers' Association, 66:5–70; **69**:1–25
—— Address recommending reorganization (D. B. HAGAR) **70**:92–95
—— Brief epitome of, **66**:3
—— Committee on Nominations, **66**:5; **68**:27; **69**:4; **70**:96; Report, **66**:8–9; **68**:35; **69**:22; **70**:131
—— Constitution, **65**:215–16; **66**:16–17 **06**:534–35
—— Historical sketch of, **06**:516–21
—— its nature and objects (J. D. PHILBRICK) **66**:49–60
—— List of members, **65**:217–18; **66**:18–19; Original members, **06**:521
—— Meetings of directors, **66**:20–22
—— Officers, **65**:216, 227; **66**:19; **06**:520–21
—— Prefatory note, **66**:3–4; **68**:3–7
—— Proceedings, **65**:219–24; **66**:5–15; **68**:8–38; **70**:89–222
National teachers' certificates, **97**:297–98
National Teachers' Life Insurance Co., Report on, **80**:151
National Teachers' Rallying Song (W. H. VENABLE) **1900**:30
National University, A (A. D. WHITE) **74**:58–76; Letter (C. W. ELIOT) 76; Discussion: J. Hancock, 76–78; (W. T. HARRIS) 78–87; Discussion and Resolutions, 96–100; Committee on, 139
—— Bill in Congress for a, referred to a committee, **72**:244; Report of the Committee (C. W. ELIOT) **73**:107–20; Discussion: D. Reed, 120–22; W. B. Wedgwood, 122–25; G. G. Wright, 125–26; Z. Richards, 127–28; G. P. Hays and others, 128–31; Resolution, 138; New committee, 139; Review of President Eliot's paper (J. W. HOYT) **74**:173–87; Committee continued, **75**:95
—— Preliminary report upon a (J. W. HOYT) **70**:97–100; Committee continued, 132; Second report of the Committee on a (J. W. HOYT) **71**:38–41; New committee named, 49
—— Report of the Committee on a (W. R. HARPER) **01**:457–67; Discussion: J. H. Baker, J. W. Hoyt, 468–74
—— Resolution on a, **69**:23
Nationality in art (H. C. MAGEE) **98**:791–95
Nationality problem in our schools, Is there a (M. BROWN) **1900**:585–90
Nation's educational purpose, The (A. S. DRAPER) **05**:89–102
Natorp, Paul, Sketch of (H. SCHWARTZ) **06**:423–24
Natural activities of children as determining the industries in early training, I (KATHARINE E. DOPP) **04**:437–43; II (G. S. HALL) 443–47; III (L. D. HARVEY) 447–52

Natural history, Use of drawing in, **86**: 476–77

Natural History Conference, Report of (W. B. POWELL) **Com. Ten, 94**:138–42

Natural-history study in public schools (A. S. BICKMORE) +**83**:9–12; **94**:195–97

—— recommended, **72**:152; (N. S. SHALER) **72**:232–39; **79**:33

Natural method in teaching, **99**:715–17

Natural science, The child and, +**82**:93

—— Co-ordination in the field of (W. S. JACKMAN) **95**:97–103

—— Course in, required in upper grade schools in Vienna, **93**:380–81

Natural Science, Department of, 95:951; Round Table, 952–58; **96**:937–69; **97**: 916–58; **98**:959–84; **99**:1097–1117; **1900**:592–608; **01**:771–802; **02**:759–89; **03**:847–95; **04**:843–96; **05**:781–825

Natural science, Economic knowledge of, **76**:104

—— for the common schools (W. S. JACKMAN) **91**:581–95; Discussion: C. W. Carman, G. Guttenberg, 595–99

—— in common schools (J. W. ARMSTRONG) **74**:269–73; **95**:309–10, 456–57, 955

—— in elementary education (S. G. WILLIAMS) **92**:323–31

—— in schools should be minimized, **68**:24

—— inadequate for liberal education, **73**: 150, 156

—— Laws of (J. YOUNG) **58**:46–62

— Place of, in a liberal course of study (E. WHIPPLE) +**70**:27–31

—— Preparatory curriculum in, **97**:917–23

—— *versus* languages in secondary schools (C. F. P. BANCROFT) **93**:196–98; (D. W. ABERCROMBIE) **93**:199–204

—— What has been accomplished in co-ordination in the field of (W. S. JACKMAN) **95**:97–103

—— What kind of language study aids in the mastery of? (W. T. HARRIS) **06**: 73–79

Natural Science Instruction, Department of, *see* Natural Science, Department of

Natural-science training in primary and grammar grades (G. GUTTENBERG) **90**: 595–601

Naturalist, The child a born, **89**:480–81

Nature, Children's love of (W. A. HOYT) **94**:1010–15

—— The domain of, and art in education (W. H. PAYNE) **80**:42–49

—— Education according to (W. H. PAYNE) **95**:114–25

—— The function of, in elementary education (M. G. BRUMBAUGH) **96**:141–51; Discussion: G. S. Hall, L. D. Harvey, E. D. Kellogg, J. N. Wilkinson, 152–58

—— Organic, **96**:290

Nature-studies, The higher use of (N. CROPSEY) **94**:199–204

Nature-study (O. S. WESTCOTT) **96**:139–41; **01**:785–87

—— as an aid in science (E. R. WHITNEY) **04**:889–94; Discussion: O. W. Caldwell, 894–96

—— for grades of school below the high school, Outline of work in (C. B. SCOTT) **Com. Ten, 94**:142–51

—— for the graded schools (K. E. DOLBEAR) **1900**:600–8

—— Place of, in primary work (F. J. COOK) **96**:519–25; Discussion: W. N. Barringer, C. B. Scott, J. H. Van Sickle, 526–28

—— Syllabus on, for one-room rural schools, **Com. Indust., 05**:30–44

—— true to life (C. F. HODGE) **03**:412–17; Discussion: W. S. Jackman, E. G. Olmstead, 417–19

Nature-study and drawing in the public schools (J. M. STONE) **1900**:524–30

—— and literature (S. L. ARNOLD) **95**: 570–72

—— and moral culture (D. S. JORDAN) **96**:130–39

Nature-study, List of articles on, 1858 to 1905, **06**:706

Nature-study movement, The (L. H. BAILEY) **03**:109–16

Nature-work, Relation of advanced science to graded school (C. B. WILSON) **1900**: 592–600

Navy, Education in the American (C. F. GOODRICH) **04**:120–27

Neal, G. W., Discussion on Conversation in modern language, **04**:533

Nebraska, Library experiments in (C. B. MASON) **03**:966–71

Necessary evils (J. J. DOW) **02**:851–57

Necessity for special manual-training high schools (C. H. KEYES) **05**:576–79

Necrology, Resolution on Appointment of Committee on, **66**:7; **73**:75; **79**:70; Report of Committee, **66**:9; **74**:135–37; **75**:90, 193; **77**:68; **79**:97–98; **80**:152–53; **82**:ix; report, xv; **83**:xi; **84** pt. 1: 10; report, 16; **85**:18; report, 13–18; **86**:16; **87**:24; preliminary report, 48; sketches, 661–69; **88**:22; report 26; sketches, 677–84; report, **89**:44–51; **90**: 42–49; **91**:22; report, 43–48; **92**:23; **94**:94; report, 221–51; Committee on, **95**:20; report, 204–12; **96**:20; report,

218–30; report, **97**:32; 281–302; **99**:31, 232–50; **1900**:22; report, 23–24, 712–28; **01**:23, 925–32; **02**:893–900; Memorial addresses, **03**:365–76; **04**:361–69; **05**:329–40

Need for English study by kindergarten students (M. C. May) **02**:425–29

Need of a new individua lism, The (J. W. Cook) **04**:62–68

Needle-work, Can teaching of, in girls' schools be advocated? Discussion: Mrs. Nellie S. Kedzie, and others, **87**: 545–48

Neglected factors and forgotten facts (T. C. Mendenhall) **99**:355–69

Negro, Education of the, **70**:205; +**80**: 80–81; (W. H. Crogman) **84**:106–16; (B. T. Washington) **84**:125–30; (W. H. Bartholomew) **86**:229–31; (Mr. Kealing) **86**:234–35; (S. M. Finger) +**86**:123–33; (J. H. Burrus) **89**:202–9; (A. Owen) **89**:546–48; (W. S. Scarborough) **89**:548–53; (J. A. B. Lovett) **90**:497–505; Discussion: W. H. Bartholomew, L. H. Jones, W. B. Powell, and others, 506–22; (R. R. Wright) **94**: 185–86

—— Education of the southern (B. T. Washington) **04**:128–34

—— Educational needs of the southern (Rev. C. T. Walker) **03**:123–29

—— Influence of his citizenship (Booker T. Washington) **96**:208–17

—— What he gets from the common-school education (G. R. Glenn) **98**:330–35

Negro education, History of, **68**:29; (G. J. Orr) **80**:76–89

Negro education, List of articles on, 1866 to 1904, **06**:706

Negro educational exhibit at New Orleans, Report upon, **85**:531–33

Negro rural schools in the South, Fund for the assistance of, **06**:494–95

Negro teachers for negro schools (J. H. Phillips) **97**:560–62

—— The training of (H. B. Frissell) **1900**:482–89; Discussion: G. R. Glenn, G. N. Grisham, C. D. McIver, J. E. Russell, R. R. Wright, 489–90

Negroes, Education of the: Addresses delivered on Colored Education Day at New Orleans Exposition, +**85**:124–46; (T. R. Markham) 124–28; (B. M. Palmer) 128–32; (A. E. P. Albert) 132–37; (W. P. Johnston) 137–46

—— Legal status of the, **89**:182

—— Normal-school work among the (S. C. Armstrong) **72**:174–81; +**83**:63–64; (A. J. Steele) **89**:588–94

—— The race problem: I, A general statement (A. A. Gunby) **90**:254–66; II, Education and the problem (J. C. Price) **90**:267–76; III, A problem in civilization (H. W. Blair) **90**:276–85

—— Schools for, **73**:90

Neighborhood, The, as a starting-point in education (R. E. Thompson) **79**:28–37

Nellis, George W., Discussion on Compulsory education of the Indian, **01**:923–24

Nelson, A. H., Discussion on Election in high-school studies, **1900**:435–37

Nelson, B. E., Discussion on Vacation schools, **04**:303–5

Nelson, Theodore, Discussion on National aid to education, +**86**:114–20

Nervous and Delicate Children, The Chicago Hospital for (M. R. Campbell) **04**:952–61

Nervous force of the teacher (M. L. Pratt) **96**:929–36

Nervousness, Method of detecting, **05**:764–65

Neumann, T., Discussion on Physics for college admission, **97**:944

New definition of the cultivated man, The (C. W. Eliot) **03**:46–54

New departure in secondary education (J. J. Sheppard) **04**:114–20

New departures in school administration (C. Holden) **03**:914–19

New England, Educational journalism in (W. A. Mowry) **93**:811–21

—— Home and school training in, in the colonial period (Thomas Brainerd) **06**: 454–55

New England Journal of Education, The, +**75**:75–76

New England state normal schools (A. G. Boyden) **98**:729–31

New Hampshire State Teachers' Association, **06**:515

New Jersey, The graded system of the rural schools of (A. B. Poland) **94**:358–64

—— Pensions of teachers in, **Com. Sal.**, **05**:180

New Jersey State Teachers' Association, **06**:515

New lines of attack in child-study (F. E. Bolton) **02**:703–10

New method of teaching physiology (W. T. Porter) **03**:862–67

New Orleans, World's Exposition at, Report on the educational effects of the, on the South (A. D. Mayo) **85**:539–44

—— —— Report on the foreign educational exhibits at the, **85**:544–46

New South Wales, Educational work for women in (L. MacDonald) **93**:887–90

New York City exhibit, its purpose and plan (A. W. Edson) **04**:185–87

New York City method of appointing and advancing teachers (W. H. MAXWELL) **05**:250

New York City schools, Manual training in (P. HOFFMAN) **92**:471–74

—— —— Music instruction in (F. R. RIX) **05**:657–62

New York state, Educational journals in, **93**:826–27

—— Normal schools in (F. J. CHENEY) **93**:418–22

—— Pensions of teachers in, **Com. Sal., 05**:179–80

—— Professional instruction of teachers in; Discussion: E. A. Sheldon, **70**:36–38

—— Science instruction in (A. S. DWIGHT) **01**:791–96

New York state school laws, Improvement in, **90**:91–92

New York State School Library authorized, **97**:564

New York State Teachers' Association, **06**:514; Resolutions of, on National aid to education, +**75**:113

New York State University Convocation, Delegates from, to Nashville meeting, **68**:22

New Zealand, Women's education in (Mrs. S. ALDIS) **93**:883–86

Newark method of appointing and advancing teachers (A. B. POLAND) **05**:249

NEWCOMB, CLARISSA S.—Schoolroom libraries, **99**:527–28

NEWCOMB, SIMON.—The teaching of arithmetic, **06**:86–99

NEWCOMBE, Mrs. LEONTINE T.—Related development of morality and intelligence in the kindergarten idea, **94**:686–90; Remarks of welcome, **91**:531; Report on kindergarten exhibits at Toronto, Ont., **91**:49–54

Newell, Charles W., Leader of Round Table Conference of Mathematics, **02**:488–92

Newell, Lyman C., Discussion on Normal-school view of chemistry teaching, **03**:879–80

NEWELL, M. ALEX.—Chief obstacles to successful results in the schools, +**83**:78–81; English grammar in elementary schools, **72**:136–39; History in elementary education, **92**:310–16; Inaugural, **77**:6–15; Industrial education, **79**:208–14; Revision of common-school studies, **81**:80–86; Teachers' examinations, +**89**:217–18; Textbooks, **68**:51–59; Discussions on: Education of Indians, **90**:494; Grading for country schools, +**87**:152; The high-school question, +**77**:173–74 Industrial education, +**75**:89–91; Legal prevention of illiteracy, +**75**:18, 21, 25–28; Manual training, +**88**:40–41; Public schools and the general government, +**87**:187; State superintendent and popular education, +**84**:81; State supervision, **90**:444–45

Newell, M. Alex., *In memoriam* (S. E. RICHMOND) **94**:234–36

NEWHOUSE, Mrs. ODIA H.—Poem as a welcome from Nashville, Tenn., **89**:58–59

NEWMAN, EMMA A.—The kindergarten and the primary school, their relation to the child and to each other, **1900**:390–96

NEWMAN, HUGO.—Science-teaching in elementary schools, **05**:798–805

Newspapers, Clippings from, in schools, **89**:517

—— Current events in, **92**:144

—— in Indian schools (W. T. HARRIS) **02**:875–77

—— Ought young girls to read the daily? (W. T. HARRIS) **88**:86–89, 100

Newspapers and education in Japan (F. TANAKA) **76**:69–70

Newton, Frances E., Discussion on Kindergarten, **96**:479–80

Next step in the salary campaign (D. FELMLEY) **06**:183–91

Nichols, Edgar H., Discussion on Mathematics, **96**:596; **03**:481

Nichols, W. H., Discussion on History in secondary schools, **01**:601

Nicholson, T., Discussion on Accredited schools, **02**:505

NICHOLSON, MARY E.—The æsthetic element in education, **97**:338–44, 346; Report of the Committee on the Educational Exhibit at St. Paul, **90**:52–55

NIEL, HARRIET.—The kindergarten gifts, **1900**:383–90

NIGHTINGALE, AUGUSTUS F.—Claims of the classics, **87**:397–416; College-entrance requirements, **97**:309–12; English in secondary schools, **94**:155–60; The high school, **89**:501–6; Presentation of the report of the Committee on College-Entrance Requirements, **99**:625–30; Report of the Committee on College-Entrance Requirements, **97**:647–52; **99**:632–77; Discussions on: Algebra and geometry in grammar grades, **97**:659; College entrance, **99**:632; English, **02**:484; Ethical instruction, **95**:632; Federal educational union, **95**:601; High schools, **99**:610; Physical geography **95**:620–21

NOAH, Bro.—Co-ordination in instruction and in education, +**85**:65–69

Noble, F. A., Discussion on Relation of university, college, and higher schools to system of instruction, **87**:167–68

NOBLE, H. M.—In Indian schools of moderate size pupils receive more individual training, **02**:871–72

Noble, John W., Remarks as Secretary of Interior, +**89**:16

Nomenclature and classification of manual training, Report of Committee on, **90**: 761–85

Nominations, Committee on, **58**:6; report, 8; **59**:4; report, 7; **60**:3; report, 8; **63**: 38; report, 40; election, 41; **64**:140; report, 141; **65**:220; report, 222; **66**: 6; report, 8; **69**:4, 16; report, and appointment of women on committee, 21–22; **70**:96; report, 131–32; **71**:15; report, 41–42; **72**:27; report, 53–54; **73**: 8; report, 73–74; **74**:9; report, 88; **75**: 15; report, 76–77; **76**:20; report, 57; **77**:19; report, 32; **79**:28, 37–38; report, 56; **80**:24–25; report, 59–60; **81**: 43; report, 87–88; **82**:ix; report, xii; **83**:viii; report, ix; **84** pt. 1:9; report, 15–16; **85**:2; report, 6–7; **86**:10; report, 13; **87**:24; report, 26–27; **88**:23; report, 25; **89**:23; report, 25; **90**:22, report, 24; **91**:22; report, 24–25; **92**: 22; report, 24–25; **94**:30; report, 31–32; **95**:21; report, 27–29; **96**:20; report, 24–25; **97**:22; report, 25–26; resolutions as to manner of choosing, 24, 27–28; **98**:25; report, 30–31; **99**:24; time of meeting of active members of, changed, 26; report, 28–30; **1900**:22; report, 25–26; **01**:22; report, 24–25; **02**:23; report, 24–25; **03**:22; report, 23–24; **04**:24; report, 26–27; **05**:23; report, 24–25

Nonpartisan school law, A (E. C. ELIOT) **05**:223–31

Non-progressive and retrogressive teachers, What shall be done with (J. M. GREENWOOD) **94**:383–87

Normal and training schools, Gradation of (T. KIRKLAND) **93**:410–14

Normal course, High-school curriculum as preparation for a two-year, **05**:524–31

—— Principles and methods in a (J. W. ARMSTRONG) **71**:148–51

Normal departments in state universities (G. C. BIDD) **80**:51–59

Normal education, Report of Committee on: The kind and amount of practice work and its place in the normal-school course (J. W. COOK) **95**:501–9

Normal education in Kansas (L. R. KELLOG) **66**:122–30

Normal graduates, Lack of scholarship in, **02**:545

Normal instruction, Defects in, **84**: pt. II: 63–65

Normal Instruction, Department of, organization, **70**:176; Officers elected, **71**:50; **72**:71. *See* Normal Schools, Department of

Normal instruction in colleges (E. NORTH) **68**:31–33; Discussion and resolution, 33–34

—— Relation between matter and method in (G. P. BEARD) **72**:214–21

Normal method of introducing physical training, The (J. M. GREEN) **97**:895–97; Discussion: Mrs. Frances W. Leiter, 897–98

Normal school, Academic function of the (J. M. GREEN) **94**:853–57

—— The American (A. C. BRACKETT) **72**:181–89

—— The city (F. B. BRANDT) **03**:540–45

—— Co-ordination of the, and the university, in the training of teachers (C. DEGARMO) **92**:411–14

—— Correlation of studies in a (N. C. SCHAEFFER) **95**:709–14; (J. W. COOK) **95**:714–17

—— Distinctive principles of work in the (A. G. BOYDEN) **86**:389–92; (J. BALDWIN) **88**:476–78

—— Duty of the, to district-school libraries (J. N. WILKINSON) **04**:919–23; Discussion: Mabel M. Reynolds, 923–24

—— —— toward the problem of school literature (C. C. VAN LIEW) **94**:833–40; Discussion: L. H. Galbreath, and others, 840–43

—— Efficient teachers of the elementary branches from the (G. KARR) **05**:533–39; Discussion: H. T. Lukens, 539–40

—— The function of the (E. H. HEWETT) **83**:100–5

—— —— in our educational system (E. E. SHEIB) **85**:235–47

—— The future of the (W. T. HARRIS) **99**: 395–405; Discussion: B. A. Dutton, J. M. Greenwood, W. T. Harris, I. Shepard, F. L. Soldan, 406

—— General view of the work of the (A. G. BOYDEN) **99**:884–88

—— The high, **91**:204–5

—— How can the, best accomplish its purpose? (R. G. BOONE) **97**:721–33; Discussion: E. T. Pierce, A. Salisbury, E. A. Sheldon, 733–35

—— How work in the, differs from secondary and high-school work (M. MACVICAR) **93**:430–32; Discussion: J. M. Harper, and others, 432–33

—— The ideal (E. BROOKS) **93**:451–54; (W. H. PAYNE) **02**:203–11; Discussion: R. G. Boone, C. F. Carroll, M. E. Farson, J. M. Greenwood, F. L. Jones, 211–15

—— The inner life of a, **99**:861–64

—— Instruction in subject-matter a legitimate part of work in the (G. L. Osborne) **80**:178–83; Discussion: F. L. Soldan, 183
—— The intermediate, **91**:203
—— its own model school (A. C. Brackett) **71**:131–38
—— The kindergarten, **91**:202
—— Library instruction in the (W. H. Brett) **03**:971–76; (M. E. Ahern) **03**: 976–81
—— A national, +**88**:12
—— Necessity of the, in a public system of instruction (C. C. Rounds) **81**:199–201
—— The primary, **91**:202–3
—— Range and limits of work of the (E. C. Hewett) **77**:146–54
—— Relation of the, to the academic schools (T. H. Kirke) **88**:503–12
—— —— to other institutions of learning; Report of Committee (C. C. Rounds) **92**:781–84; Discussion: W. T. Harris and others, 784–88
—— Report of Committee on, **97**:710–17; Discussion: J. W. Cook, T. J. Gray, L. D. Harvey, E. O. Lyte, E. T. Pierce, E. B. Prettyman, C. C. Rounds, A. Salisbury, A. R. Taylor, and others, 717–21
—— Training of elementary teachers in the, **05**:540, 542
—— Training of secondary teachers in the, **05**:546, 551
—— Training-school as an adjunct of the (C. H. Allen) **88**:496–503
—— Training schools, their place in (D. L. Lathrop) **73**:180–89
—— True place of the, in the educational system (D. L. Kiehle) **82**:175–80
—— What constitutes a (J. C. Gilchrist) **81**:201–6
—— What constitutes professional work in a (C. DeGarmo) **91**:719–24; Discussion, 725–27
Normal-school administration, **99**:864–68
Normal School Association, American, Meetings and papers, **66**:81–139; **68**: 48–60; **69**:32–36; **70**:5–88
—— —— Committee on Nominations, **66**:81; **68**:48; Report, **66**:82; **68**:51; **69**:34
—— —— Resolutions, **68**:60; **69**:34–35
Normal-school curriculum (W. W. Parsons), **90**:718–24
—— —— The subject-matter that belongs to the (C. W. Hodgin) **88**:479–85; (L. M. Washburne) **88**:485–94; Discussion, W. T. Harris, 494–96
—— —— exhibits at Chicago, Report on the, **87**:695
Normal School of Gymnastics, Efficiency of the (Baroness R. Posse) **03**:829–36
Normal-school problem, The (J. D. Philbrick) **71**:214–19; (S. S. Parr) **88**: 467–76
—— —— Committee on, appointed, **71**: 123; Report, 144–45; New committee, 145, 147
—— —— and the problem of the schools (H. H. Straight) **83**:79–83
—— pupils, How should, acquire methods of teaching (G. O. Bomafede) **93**:399–401
—— scholarship, How to increase (J. M. Green) **03**:582–86; Discussion: W. S. Dearmont, C. DeGarmo, J. R. Kirk, E. O. Lyte, H. G. Williams, 586–93
—— students, Training of, in sight-singing and song interpretation, **03**:685, 690, 693
—— studies, Committee on, **70**:40
—— view of chemistry teaching, **03**:879
—— work, Academic side of (H. Johnson) **03**:577–82
Normal schools, **91**:201
Normal schools, Adequacy of, to accomplish the work for which they were established (J. P. Wickersham) +**88**:70–74; Discussion: J. Allen, A. G. Boyden, E. Brooks, J. W. Dickinson, 74–80
—— Art education in high schools and (A. J. Greene) **99**:953–59
—— Art instruction in (E. H. Perry) **92**: 482–95
—— Attacks on (C. C. Rounds) **77**:159–67
—— Centennial thoughts on [their history and work] (E. Brooks) **76**:157–67
—— Child-study in (G. Edmund) **99**: 1032–38; (F. W. Smith) **05**:714–19
—— City, Report of Committee on (L. H. Jones) **91**:324–29; Discussion, 329–36
—— Committee on Course of professional instruction for, appointed, **74**:253
—— Common-school branches in, from a professional point of view (I. Lawrence) **90**:739–44
—— Common-school studies in (J. C. Greenough) **77**:155–59
—— Concerning control and management of (N. C. Schaeffer) **97**:711
—— Condition and wants of (J. Ogden) **70**:5–10
—— Conditions of admission to (W. P. Beckwith) **03**:566–69; (R. H. Halsey) **03**:569–75
—— Conditions of psychology in (G. S. Albee) **87**:495–504; Discussion: W. W. Parsons and others, 505–8; **91**:327, 331, 523; (Z. X. Snyder) **95**:674–81; (M. V. O'Shea) **95**:681–88

Normal Schools, Continuous sessions in (I. SHEPARD) **98**:410–17; **79**:891–96

—— Co-ordinating universities and, Committee to report plan for, **92**:409–10

—— Course of study for, Report (W. F. PHELPS) **70**:11–20; Discussion: W. E. Crosby, B. C. Hobbs, B. G. Northrop, W. F. Phelps, Mrs. Rickoff and others, 21–28

—— —— What constitutes a consistent (JOHN OGDEN) **74**:216–29

—— Criticism in, its value as an element in training teachers (T. J. GRAY) **90**:750–52

—— Defects in, that are responsible for opposition and criticism (H. H. SEERLEY) **02**:539–44

Normal Schools, Department of, 68:48–60; **70**:5–88; **71**:119–55; **72**:165–223; **73**:164–98; **74**:214–53; **75**:138–52; **76**:157–210; **77**:139–73; **79**:113–34; **80**:176–92; **81**:199–217; **82**:175–80; **83**:xvi–xviii; **84** pt. II: 236–58; **85**:223–47; **86**:389–420; **87**:467–508; **88**:465–512; **89**:557–609; **90**:717–55; **91**:711–40; **92**:409–33; **93**:383–54; **94**:819–70; **95**:672–717; **96**:642–65; **97**:709–35; **98**:728–56; **99**:835–903; **1900**:480–90; **01**:635–45; **02**:529–48; **03**:539–93; **04**:567–91; **05**:517–55

—— —— organized, **06**:524

—— —— Report of Committee on Co-ordinating universities and normal schools, **94**:821–32; on More efficiency in normal schools, **96**:642–43; on Teachers' reading-circle, **85**:223

Normal schools, Drawing in (K. E. SHATTUCK) **85**:295–301; (M. L. FIELD) **87**:578–83; (H. C. MAGEE) **87**:584–90; (H. J. CARTER) **90**:802–7

—— —— Report of Committee on (J. C. LOCKE) **87**:591–96

—— Duties and dangers of (R. EDWARDS) **73**:164–71

—— Education and (F. L. SOLDAN) **77**:139–45

—— Geographical and historical variations that exist in, in the U. S. (H. H. SEERLEY) **97**:711–13; (Z. X. SNYDER) **99**:854–61

—— German system of (C. DeGarmo) **87**:484–92

—— Graded system of, Discussion by C. C. Rounds, **71**:143–44

—— Historic development of, in France, (E. MARTIN) **93**:415–18

—— Important necessities in present (G. A. WALTON) **93**:408–10

—— in Kansas, **66**:122–30

—— in the state of New York (F. J. CHENEY) **93**:418–22

—— in the United States (R. EDWARDS) **65**:271–82

—— Interstate recognition of diplomas (E. T. Pierce) **97**:715

—— Kindergarten work in relation to (Marion Brown) **97**:714

—— Lack of circumscribed aim in, **02**:546

—— Library work in (T. B. NOSS) **04**:912–17

—— Methods of instruction in (T. J. GRAY) **87**:472–80; Discussion: J. A. Barnard, and others, 481–83

—— —— Report of "Chicago Committee" on, and courses of study in, **89**:570–87

—— Methods of teaching child-study in (A. BUCKBEE) **04**:787–90

—— The middle state (N. C. SCHAEFFER) **98**:748–50

—— Model schools in connection with (R. EDWARDS) **71**:124–30; (J. H. HOOSE) **71**:139; Discussion, 141–42

—— Music in (G. B. LOOMIS) **70**:65–71

—— The New England State (A. G. BOYDEN) **98**:729–31

—— The new psychology in (L. A. WILLIAMS) **93**:781–84

—— The north-central state (R. G. BOONE) **98**:740–44

—— Object and methods of physical training in (G. B. AFFLECK) **04**:817–22

—— Organization of, and course of study (W. F. PHELPS) **66**:131–39

—— —— courses of study, and methods of instruction in, Report of Committee (A. R. TAYLOR) **86**:393–402

—— Organization of practice-teaching in (J. N. WILKINSON) **95**:707–9

—— perfected and increased, **75**:13

—— Practice schools in connection with, Report on (C. C. ROUNDS) **85**:429–36; Discussion, 436–38; (F. M. McMurry) **97**:713–14

—— Professional and academic studies in, Report of Committee, **89**:394–97; Communication from W. T. Harris, 397–99; Discussion of report, 400–3

—— Professional course of study for (JOHN OGDEN) **76**:203–10

—— Professional instruction in (T. W. HARVEY) **72**:196–201; Discussion: Mr. Beard, Miss A. C. Brackett, J. H. Hoose, W. F. Phelps, and others, 201–14; (L. McLOUTH) **79**:121–33; Discussion: T. M. Marshall, 134

—— Professional training of teachers in (D. A. LATHROP) **75**:138–45; Discussion, 146–47; (J. W. COOK) **94**:86–93

—— Prof. Rein's practice school at Jena (J. W. HALL) **96**:644–49; Discussion: J. N. Wilkinson, 650–51

—— Proper work of (J. C. GREENOUGH) **72**:165–71; Discussion: A. G. Boyden, G. T. Fletcher, M. R. Leverson, 171–74

—— Queries concerning details of work of (S. H. WHITE) **77**:167–71
—— Range and limits of work of (E. C. HEWETT) **77**:146–54
—— Relation of, to public schools (E. G. LYTE) **95**:973–79
—— Relation of, to universities (C. DE GARMO) **94**:821–25; Tabular statement of answers to questions, 826–29; Courses of study compiled from catalogs, 830–32
—— Relation of the practice school to the (F. M. McMURRY) **97**:713–14
—— Report of the Committee on, **99**:836–903; Introduction, 836; Function of the normal school, 838–45; Training-schools, 845–54; Geographical and historical variations, 854–61; Inner life, 861–64; Administration, 864–68; State normal schools, 868–82; Discussion of Report: A. Gove, J. M. Greenwood, J. H. Hoose, Z. X. Snyder, H. S. Townsend, **99**:423
—— Report of Committee on Teachers' Institutes (E. C. HEWETT) **87**:292–96; Discussion, 297–98
—— Report of the Joint Committee of the A. L. A. and the N. E. A. on Instruction in Library Administration in (ELIZABETH G. BALDWIN) Special Report, May, 1906, 71 pp. *Also* **06**:215–81
—— Scholarship in (L. C. LORD) **94**:850–52
—— Should the course of study in, be wholly professional? (F. B. PALMER) **93**:428–29
—— Social culture in, **75**:149–52; **76**:194
—— Sociological ideal view of (D. FULCOMER) **93**:422–28
—— Some possible relations of, to manual training (W. D. PARKER) **97**:749–52; Discussion: H. H. Seerley, **97**:752
—— The southern state (M. BROWN) **98**:732–36
Normal schools, State, **73**:181; **99**:868–82
—— —— Discussion on, **68**:48–49
—— Statement of the issues before the (C. C. VAN LIEW) **05**:519–24
—— States in which normal schools are established (S. H. WHITE) **71**:119–22; Report of Committee on this paper, **71**:144
—— System of, best adapted to the wants of our people [Report of the Committee] (W. F. PHELPS) **72**:28–38
—— the means of providing the mass of teachers with professional instruction (S. H. WHITE) **70**:29–32; Discussion: E. C. Delano, B. C. Hobbs, E. T. Howard, W. F. Phelps, Z. Richards, E. A. Sheldon, S. G. Williams, 33–40
—— their past, present, and future (R. EDWARDS) **76**:48–56
—— to train teachers for instructing Indian children (J. D. BENEDICT) **05**:948–52; Discussion: B. S. Coppock, S. M. McCowan, W. M. Peterson, 952–54
—— Training-schools in connection with (J. C. GREENOUGH) **74**:229–33
—— Value of Herbartian pedagogy for (F. M. McMURRY) **92**:421–33
—— Value of kindergarten training in (Mrs. C. A. BURR) **87**:335–38
—— Variations that exist in, because of geographical location (H. H. SEERLEY) **97**:711–13; (Z. X. SNYDER) **99**:854–61
—— What effect have they had on public education (Z. X. Snyder)) **97**:714–15
—— What special work of, to make them professional schools (L. DUNTON) **74**:234–44
—— What they can do for teachers on the library side (IRENE WARREN) **01**:841–47
—— What they may do to form right habits of thought and study in their pupils, (C. A. MOREY) **76**:192–96
—— west of the Mississippi River, and east of the Rocky Mountains (H. H. SEERLEY) **98**:736–40
Normal schools, *see also* Model schools, Practice schools, Training schools
Normal schools and libraries, Summary of reports received, **99**:496–98
Normal schools and Training Teachers, Round Table of, **02**:239–53
Normal training for country teachers (T. C. H. VANCE) **81**:207–15
—— for teachers of elementary schools (K. N. T. TUPPER) **88**:369–77; Discussion: W. H. Bartholomew, 377–78
—— for the Girls' Industrial Schools, Canton of Aargau, Switzerland (W. SMITH) **80**:25–33
—— What kind of, does the common-school teacher of the South need? (E. C. BRANSON) **98**:319–25
Normal work and academic work should be separated (J. ALLEN) +**88**:78–79
NORTH, EDWARD.—Normal instruction in colleges, **68**:31–33; Scholarship of Shakspere, **60**:5–6
NORTH, S. N. D.—Spelling reform in journalism, **79**:271–79
North Carolina, Twenty-five years' progress of public education in (C. L. COON) **Com. Tax.**, **05**:45–69
Northen, W. J.—Remarks on Educational Exhibit for Cotton States and International Exposition, Atlanta, Ga., **95**:25–26; Response to welcome, 62–64
NORTHROP, BIRDSEY GRANT.—Arbor Day, +**84**:55–59; Education of Indians at Carlisle, +**83**:59–63; Industrial education in South, **89**:628–33; New bill for

national aid to public schools, +84:112–17; Discussions on: Centennial Exposition, +75:63, 68; Compulsory education in Massachusetts, 91:420–22; Course of study for normal schools, 70:21; Legal prevention of illiteracy, +75:17, 18, 19, 20, 21; Remarks on Value of N. E. A., 73:91; Response to address of welcome, 73:7; State supervision, 90:445; Systems of public instruction compared, +74:69–70; Weak places in our school system, +81:27

Northrop, Birdsey Grant, *In memoriam* (E. E. White) 98:283–86

Northrop, Cyrus, Address of welcome, 90:78–79; 02:43

Norton, Henry B., *In memoriam*, 85:18

Norton, R. C., Remarks at closing of session, 86:240–41

Norton, William Harmon.—President's address, Department of Science: The teaching of science, 02:760–65; Relation of physical geography to geology, 01:796–802

Nose and throat, Diseases of the, of interest to teachers (E. A. Crockett) 03:1028–31

Noss, Theodore B.—Library work in normal schools, 04:912–17; Response to Address of welcome, 02:48–52; What our schools owe to child-study, 02:716–19; Discussion on Training of teachers, 02:251

Notation, Value of the tonic *sol-fa* (R. H. Beggs) 90:821–23

Notes on a few books in child-study (L. N. Wilson) 05:751–53

Nott, Eliphalet, Resolution on death of, 66:12

Noyes, E. C., Discussions on: Teaching of composition, 05:459; Why first-year pupils leave high school, 05:444

Noyes, W., Discussion on Handwork for girls in high school, 05:589–90

Noyes, W. A., Discussion on College chemistry, 97:951

Number, what to teach and what to leave out (W. M. Giffin) 97:616–20; Discussion: Flora J. Cooke, 620–21

Number work, Short and rational method of (F. B. Ginn) 88:392–99

O

Object-teaching (E. A. Sheldon) 63:93–102; (S. S. Greene) 65:245–70; 72:17; 75:167; 80:113, 118–20

—— Amplification of, +83:39

—— Oswego system of (H. B Wilbur) 64:189–209; 65:265–70; 91:734

—— Value and extent of its adaptation to school instruction (N. A. Calkins) 72:126–31; Discussion: A. Bronson Alcott, Z. Richards, and others, 131–36

—— Value and place of (D. A. Lathrop) 70:49–59; Discussion: W. D. Henkle, E. A. Sheldon, and others, 59–64, 80–88

Object-work, Educational value of (L. S. Thompson) 88:598–602

Objective element in teaching, The (J. W. Dickinson) 87:70–73

Observation of experts as a means of training, 01:294–95

Observing powers, 88:342; training of, 72:233; 79:45; 91:596; 92:325, 665; 93:203; 94:194

Obstacles to educational progress (P. H. Hanus) 02:157–71

O'Connor, Joseph.—Report on The general arrangements of the education exhibits at San Francisco, 88:691–98

Ode of welcome (Mrs. O. H. Newhouse) 89:58–59

Officers, N. E. A., 58:8; 59:7; 60:8; 63:48; 64:211; 65:227; 66:19; 69:ii; 70:218; 71:234–35; 72:53–54; 73:74; 74:88; 75:76–77; 76:57, 308; 77:32, 288; 79:56, 248; 80:60, 256; 81:87, 270; 82:xii, xviii, xliv; 83:ix; 84 pt. 1:103; 85:34–35; 86:26–27; 87:15–17; 88:10–13; 89:10–13; 90:10–13; 91:10–13; 92:6–9; 93:923–25; 94:7–12; 95:7–12; 96:7–13; 97:8–15; 98:8–15; 99:8–15; 1900:8–15; 01:8–15; 02:8–15; 03:8–15; 04:8–15; 05:8–15

Officers—for Officers of the Council and Departments *see* general entries under Council and each Department

Officers, List of executive, with calendar of meetings, 06:541–43

Ogden, John.—Condition and wants of normal schools, 70:5–10; Professional course of study for normal schools, 76:203–10; Resolutions on Education in the South, 69:14; What constitutes a consistent course of study for normal schools, 74:216–27; Discussion on State normal schools, 68:48–49

Ogg, R. A., Discussions on: Church and school, 01:548; Good schools, 03:233

O'Grady, C. Geraldine.—Froebel's use of child-study, 97:593–98; Necessary elements in work and play, 01:527–32; President's address, Kindergarten Department, 02:411–12; Discussion on Froebel and child's language, 02:423–24

Ohio Company, 73:39

Ohio, Educational journalism in (S. Findley) 93:828–29

—— Pensions of teachers in, Com. Sal., 05:180

Ohio State Teachers' Association, 06:514

Olcott, J. M., Discussion on School supervision, **68**:43–44

Old wine in new bottles: President's address, Business Department (C. A. Herrick) **04**:710–14

Olin, Arvin S.—Improvement of teachers by institutes **95**:165–73

Olin, John Russell, *In memoriam*, **1900**: 725

Olin, Russell A., Juvet's Time globe, +**80**: 45–49

Oliver, Henry K., Extract from letter on Competitive examinations for West Point, **63**:126

Olmstead, Emma G., Discussion on Nature-study, **03**:418–19

Olney, Edward.—Country-school problem, **76**:30–38; Discussions on: Building of a brain, **74**:135; Elective system in colleges, 162; Schools preparatory to college, +**70**:25

Olsen, John W.—Address of welcome, **02**:38–40; Progress in consolidation of rural schools, **02**:793–97; Rural school architecture, **06**:141–48*; Discussion on Agriculture in rural communities, **02**:224

Olson, Edward, *In memoriam* (George A. McFarland) **90**:46–49; Resolutions of Board of Trustees on, 49

Omaha High School, Manual training in the, **87**:682–84

Omaha method of advancing and appointing teachers (W. M. Davidson) **05**:246

O'Neil, Henry P.—Manual training in schools, +**89**:148

Ontario, The educational system of (G. W. Ross) **91**:143–48

—— Manual training and its place in the educational system of (N. Wolverton) **91**:752–57

—— System of public instruction in (J. G. Hodgins) **74**:89–95

Ontario Teachers' Association, Letter of welcome from, **91**:67–68

Oppenheim, Nathan.—Physical development of the child in the training of kindergartners, **05**:344–46

Opportunity and function of the secondary school, The (C. M. Woodward) **03**:60–65

Oral practice in language, **05**:417–19

Oral teaching and book teaching in the several grades (Mrs. N. S. Williams) **87**:364–71

—— Report of Committee on, **84** pt. III: 13–16; Discussion, 17–18

Orcutt, Hiram, *In memoriam* (A. E. Winship) **99**:243

Ordinance of 1787, Educational influence and results of (B. A. Hinsdale) **87**: 135–40

—— History of (I. W. Andrews) **87**:120–28

—— in education, **1900**:460–61

—— Influence and effects of its operations (T. A. Banning) **87**:141–45

—— One hundredth anniversary, Opening address (W. E. Sheldon) **87**:118–19

—— What lessons does it teach (J. L. Pickard) **87**:129–34

Ordway, John M.—Handwork in the schools, **84** pt. II:319–33; Industrial education, +**84**:117–26; Opening address, Industrial Department, **87**:541–43; Report on Exhibit of industrial schools at San Francisco, **88**:704–8; Report on Industrial education at New Orleans Exposition, **85**:522–27; Training for scientific professions, **93**:554–58; Discussions on: Manual training, **87**:226–27; Some limitations in industrial training, **88**:556, 589

Organization and function of the training-school in the state normal school (W. H. Bender) **03**:219–24

Organization and system *vs.* originality and individuality (H. Sabin) **90**:228–34; Discussion: W. H. Anderson, C. W. Bardeen, J. T. Buchanan, 234–41

Organization, courses of study, and methods of instruction in normal schools of the U. S., Report of Committee, **86**:393–402

—— for art education in England (P. Atkin) **04**:659–65

—— List of articles on, 1866 to 1906, **06**: 723–26

—— of a system of evening schools (T. M. Balliet) **04**:278–84

—— of associations of parents of deaf children (Mrs. H. M. Hefferan) **02**: 848–50

—— of city-school systems, Report of Subcommittee on (A. S. Draper) **95**:375–88; Dissent from Report (E. P. Seaver, A. G. Lane) 388–89; Discussion, 389–97

—— of education in Brazil (H. M. Lane) **02**:506–11

—— of higher education, The: Round Table Conference, **91**:829–30

—— of practice-teaching in normal schools (J. N. Wilkinson) **95**:707–9

—— of trade schools: Point of view of a school superintendent (T. M. Balliet) **03**:609–12

—— of trade schools: Point of view of a trade-school director (A. L. Williston) **03**:612–17

—— of training schools and practice-teaching (K. D. Stout) **95**:700–6

—— of ungraded schools, **95**:464–67

—— Plans of, for school purposes in large cities (A. S. Draper) **94**:298–310

Organize, Why teachers should (MARGARET A. HALEY) **04**:145–52

Organizers of the nation and education (A. SCOTT) **94**:66–71

Origin of free schools in the American Colonies, **06**:453–54

Original investigations in child-study for degree of Doctor of Pedagogy (E. BARNES) **93**:446

—— in experimental psychology, for degree of Doctor of Pedagogy (E. D. SHIMER) **93**:444–45

Originality, Relation of imitation to (M. F. LEDYARD) **99**:547–51

ORMOND, ALEXANDER T.—The soul as the basal concept of rational psychology, **93**:693–99; University ideals at Princeton, **97**:346–57; Discussions on: Electives, **97**:384; Shortening of undergraduate curriculum, **98**:720; Social basis of conscience, **98**:202; Studies as constants, **98**:708

ORR, FRED J.—Picture-study; Its relation to culture and general education, **1900**: 514–16

ORR, GUSTAVUS J.—Education in South, +**76**:49–56; Education of the negro, **80**:76–89; Remarks on Normal schools, **81**:217; Resolution on Needs of Bureau of Education, +**82**:96; President's address, **82**:v–viii; Tribute to Rev. Barnas Sears, **80**:153; Resolutions on Death of, 154

Orr, Gustavus J., *In memoriam*, **88**:680–82

Orr, John Daniel, *In memoriam*, **02**:898

Orthoepy, Comparative (W. C. SAWYER) **75**:134–36

Orthoepy and orthography of English words, Committee on, appointed, **71**:43; Report (W. C. SAWYER) **76**:134–40

ORTON, EDWARD.—Report on the Military system in state colleges, +**79**:185–89

ORTON, JAMES.—Four years in Vassar College, **74**:109–17

OSBORNE, A. STANLEY.—Disciplinary value of the business course of study, **94**:989–94; Training in sight-singing and song interpretation which normal students should receive, **03**:693–94

Osborne, F. A., Discussion on Teaching physics, **01**:594

OSBORNE, G. L.—Instruction in subject-matter, a legitimate part of normal-school-work, **80**:178–83

Osborne, George L., *In memoriam* (J. M. GREENWOOD) **99**:243–45

Osgood, W. F., Discussion on Mathematics, **03**:484

O'SHEA, MICHAEL V.—Child-study for fathers and mothers, **96**:480–87; Children's expression thru drawing, **94**: 1015–23; Current criticism of the kindergarten, **05**:365–70; Interests in childhood, **96**:873–81; Method and scope of child-study for teachers in service, **95**: 924–28; Psychology for normal schools, **95**:681–88; President's address, Child-study Department, **98**:894–97; Report of work in child-study in Minnesota, **95**: 895–98; Shall art be the servant of science or its complement? **96**:708–15; Some educational principles which should govern the teaching of drawing, **98**:802–10; The training of the high-school teacher [abstract] **98**:709–17; Work and play in youth, **01**:513–18; Discussion on Cerebral development, **97**:841

OSTERBERG, EDWARD.—Training of teachers in high schools in Sweden, **93**:60–65; Discussion on Language or science, **93**: 209

Ostrander, Frank, *In memoriam*, **1900**:725

Oswego system of object-teaching, **63**:93–102; **64**:189–209; **65**:265–70; **91**:89

Our national floral emblem (Miss E. D. PROCTOR) **01**:148–50

Out-of-door classwork in geographv (F. P. GULLIVER) **03**:856–58

Out-of-door work in geography (M. S. W. JEFFERSON) **04**:583–88

Outlook in education, The (N. M. BUTLER) **99**:170–76

OWEN, A.—Higher education of the colored race, **89**:546–48

Owen, Edwin H., *In memoriam*, **1900**:726

OWEN, ROBERT L.—Results of education in Indian Territory, **86**:192–210

OWENS, NELLIE E.—The working of a teachers' aid society, **88**:671–75

Oxford University and the Rhodes scholarships (W. T. HARRIS) **03**:263–77

P

PACE, Rev. EDWARD A.—Influence of religious education on the motives of conduct, **03**:346–51; Discussion on Religious education, **03**:263

Pacific coast, Historical sketch of higher education on the (W. C. JONES) **88**:444–51; Needs and prospects of (C. C. STRATTON) **88**:460–61

PACKARD, JOHN C.—Physics for the boys and girls; an introductory course, **03**: 880–83

PACKARD, S. S.—Business education, **92**: 461–70; Evolution of business colleges, **93**:788–90; Morals as applied to business, **94**:965–71; Report of Subcommittee of Nine on Theory and Practice of Accounts, **96**:813–20; Discussion on High-grade business schools, **96**:834–35

Packard, Silas Saddler, *In memoriam* (O. H. Lang) **99**:245–46

Paessler, Vinton S.—The educational value of metal-working, **99**:911–16

Page, David P., and the Normal School at Albany, N. Y., **76**:161; **96**:48

Page, Edwin C., Discussion on Training of teachers, **02**:252

Page, James A.—Letter on Industrial training in public schools, **82**:162; Report on Industrial education in Boston, +**83**:17–19

Painter, F. V. N.—What proportion of essay subjects shall be drawn from literature? **98**:693–96

Painter, J. E.—The field of shop-work in the elementary school, **02**:558–63

Painting and sculpture: a discussion (W. M. R. French) **93**:497–500

Pallen, Condé B.—Contributions of religious organizations to the cause of education: II. By the Catholic church, **1900**: 94–106

Palmer, A. N.—Practical writing; a course for colleges and public schools, **96**:825–32; President's address, Department of Business Education, **97**:793–97

Palmer, A. R., Discussion on Building of a brain, **74**:134

Palmer, Rev. Dr. B. M.—Address Colored Education Day at New Orleans, +**85**: 128–32

Palmer, Charles Skeele.—The preparatory natural-science curriculum, **97**:917–23

Palmer, Corwin F.—Scientific methods in teaching geography, **88**:382–91

Palmer, Francis B.—Should the course of study in normal schools be wholly professional? **93**:428–29; Discussions on: Practice school as a public school, **96**: 663–64; Training of teachers, **01**:643

Palmer, Irving O.—Physics in the secondary schools, **03**:883–85

Palmer, Luella A.—Method of child-study in the kindergarten, **04**:794–97

Palmer, Solomon.—Call for a Southern Educational Association, **06**:500–1; Discussion on: State supervision +**87**:164–67; The superintendent and good literature, **87**:536

Palmer, Solomon, *In memoriam*, **98**:297–98

Palmer, U. G., Discussion on U. S. history in secondary schools, **98**:82–84

Parent, The teacher and the (Mrs. J. S. McLauchlan) **90**:608–12

Parents as child-students (M. C. Codding) **97**:859–65; Discussion: Dr. Jenny B. Merrill, 865–67

—— Froebel's message to (Mrs. A. H. Putnam) **89**:473–78

—— How to teach, to discriminate between good and bad teaching (Mrs. E. F. Young) **87**:245–49

—— Neglect of duties by, **96**:167

Parents' National Educational League, **93**: 724

Parents of deaf children, Associations of, **02**:848–50

Paris Exposition, 1879, Education at the (J. D. Philbrick) +**79**:93–99

—— Report of Committee on An educational exhibit at the, +**77**:149

Paris Exposition, 1900, Education at the (H. J. Rogers) **01**:201–9

—— Educational lessons of the (A. T. Smith) **01**:439–46

—— Lessons of the educational exhibits at the (H. J. Rogers) **01**:447–54

—— Our Educational Exhibit at the (W. T. Harris) **98**:122–31

—— The U. S. Educational Exhibit at the (H. J. Rogers) **99**:106–11; **99**:252–54

Parish, Ariel, Discussion on Uniform plan for publishing statistics, +**74**:19, 21; *In memoriam*, **86**:255–57

Parker, Bertrand DeR.—Report of the Committee of Nine, from the standpoint of the general high school, **04**:725–30

Parker, Charles I., Discussion on Promotions, **96**:604

Parker, Francis W.—Application of child-study in the school, **95**:418–29; Art in everything, **1900**:509–14; The child, **89**: 479–82; The farm as a center of interest, **97**:527–36; Henry Barnard as an educational critic, **01**:406–8; Improvement of teachers in schools, **94**:442–51; The new Department [Physical training] **95**: 949; Remarks on The Quincy method, **80**: 49; Response to welcome, **95**:61–62; The School of the future, **91**:82–89; Training of teachers, **95**:969–72; Work of the Illinois Society for Child-Study, **96**: 844–46; Discussions on: City and county supervision, +**87**:110–11; Class intervals, **1900**:340; Domestic science, **01**: 587; German methods of using mother tongue, **94**:483; German system of normal schools, **87**:493; Handicraft, **01**:656; Improvement of teachers, **95**:191–92; Individualism in mass education, **95**: 408; Industrial education, +**87**:113–14; Manual training, **01**:269; Place of art in education, **95**:846–51; Powers and duties of officers and teachers, +87:100; The school of the future, **91**:101–2; Simplified spelling, **01**:216; The South and its problems, **94**:586–88; Temperance instruction, **1900**:255–56; Theories of Froebel and Herbart, **95**:549; "We learn to do by doing," **87**:381–82

Parker, Colonel Francis Wayland, *In memoriam* (WILBUR S. JACKMAN) **02**: 399–405; 898

Parker, Mrs. Frank Stuart, *In memoriam* (A. E. WINSHIP) **99**:246

Parker, Jean, Report on Exhibits of the eastern and central states at San Francisco, **88**:719

PARKER, W. D.—Some possible relations of normal schools to manual training, **97**: 749–52; Discusson on Parents of deaf children, **02**:850

Parkinson, D. B.—Discussions on: Place of literature in common-school education, **88**:91–97; Use and danger of method, **02**:446–47

PARKS, C. WELLMAN.—The American Educational Exhibit of 1892, **90**:419–22

Parks and park ways, Justification of city expenditure on (N. MATTHEWS) **03**: 102–9

Parochial school, Has the, proper place in America? (E. D. MEAD) **89**:123–47

Parochial schools, Discussions on, **58**:7, 9–11

—— Should Americans educate their children in denominational schools? (Cardinal J. GIBBONS) **89**:111–13; (Rt. Rev. J. J. KEANE) 114–23; Has the parochial school proper place in America? (E. D. MEAD) **89**:123–47; Response (Rt. Rev. J. J. KEANE) 147–52; Public and parochial schools (JOHN JAY) **89**:152–70; Common law of America and the Christianity which is a part of it, **89**:170–71; Separation of church and state, **89**:171–73; Roman Catholic testimony bearing on, **89**:174–76; Roman ascendency in America, **89**:176; Sacrifice of Christian manhood, **89**:177; Excess of crime from parochial schools, **89**:178–79

—— State schools and parish schools: Is union between them impossible? (JOHN IRELAND) **90**:179–85

Parochial schools of Ontario and public cost, **74**:92–93

PARR, Mrs. MARIE BURT.—Primary music methods, **04**:681–85

PARR, S. S.—Improvement of rural teachers, **94**:527–33; The normal-school problem, **88**:467–76; Purpose and means of city training schools, +**89**:60–69; Remarks on Bureau of Education, + **89**:279; Discussions on: Academic and professional training, **89**:400, 401; City superintendents, +**89**:193; Educational value of manual training, **89**:424, 425, 426; Examinations, +**89**:250–51; Higher education of the rural population, **89**:390; Mental differences, **97**:857; Normal schools, **87**:482

Parr, S. S., *In memoriam*, **1900**:726

PARSONS, C. H.—Schoolhouse architecture, **1900**:610–18; State legislation and modern school building, **01**:815–20

Parsons, Francis W., *In memoriam*, **89**:48–49

Parsons, James Russell, Jr., Discussion on Growth of high schools, **01**:180–81

PARSONS, WILLIAM BARCLAY.—Practical utility of manual and technical training, **05**:134–41

PARSONS, WILLIAM W.—Does the teacher's knowledge of a subject differ from the scholar's? **03**:547–54; How to awaken an interest and create a demand for good teachers, **87**:250–53; Normal-school curriculum, **90**:718–24; Discussion on Psychology in normal schools, **87**:505–7

PARTRIDGE, WILLIAM ORDWAY.—The function of art in the education of the American citizen, **98**:819–31

Past and the future of German education (F. PAULSEN) **06**:430–45

PATRICK, G. T. W.—Is child-study practicable for the teacher? **95**:906–14; Mental waste and economy, **93**:725–29

Patrick, John B., Discussion on Training of teachers, **93**:224–25

PATRIDGE, LELIA E.—The kindergarten, **79**:158–63

Patriotism, education, and the republic (A. S. COLYAR) **89**:311–28

—— Ethical element in (A. P. MARBLE) **95**: 142–46; Discussion: W. H. Bartholomew, C. B. Gilbert, J. R. Preston, 147–49

—— Instruction in, **72**:18–20

—— Need of (Mrs. EVA D. KELLOGG) **84** pt. II:139–43

—— New standards of patriotic citizenship (G. M. MARTIN) **95**:134–39

—— Resolution to promote Americanism in the public schools, **92**:23

—— Teaching (J. R. PRESTON) **91**:102–10; Discussion: W. D. Atkinson, C. A. Blanchard, W. A. Douglass, A. H. McKay, J. R. Preston, W. H. Williams, 110–18

—— Teaching of, in the public schools and everywhere (G. W. F. PRICE) **89**:328–33

—— Teaching of, in southern schools (J. M. CARLISLE) **94**:576–84; Discussion: J. M. Greenwood, F. W. Parker, and others, 584–90

PATTEN, SIMON N.—Economic causes of modern progress, **92**:415–21

Patterson, I. F., Discussion on Why first-year pupils leave high school, **05**:445

PATTERSON, J. K.—National endowment for scientific schools, **74**:204–12

PATTERSON, JAMES L.—Economy in mathematical instruction, **96**:588–94

PATTERSON, J. W.—Letter of regret, **81**: 78; National aid to education, +**81**:68–78; State supervision; what plan of organization and administration is most effective? **90**:432–39

Patterson, Mrs. Susan G., *In memoriam* (W. H. BOWERS) **98**:292–93

Pattison, Mark, quoted, footnote, **73**:157

Patton, —, Discussion on High schools, +**77**:173

Paul, J. H., Discussions on: Heads of departments, **02**:537; Place of literature in common-school education, **88**:89–91

PAULSEN, FRIEDRICH.—Modern system of higher education for women in Prussia, **06**:395–408; The past and the future of German education, **06**:430–45

Payne, C. H., Discussion on Undergraduate life in American colleges, **93**:46

PAYNE, ELLISE BERTHA.—Has child-study any help for the kindergarten? **97**:586–93; The individual child, **04**:422–26; The problem of the city kindergarten, **96**:510–14

Payne, J. H., Discussion on Educational value of common school studies, **85**:232

PAYNE, WILLIAM H.—Applications of psychology to the art of teaching, **84** pt. II: 249–56; Definition of educational literature, **90**:327–28; Domain of nature and art in education, **80**:42–49; Education according to nature, **95**:114–25; Educational value of common-school studies, **86**: 406–7; Functions of the public school, **87**:265–66; The ideal normal school, **02**:203–11; Value of the history of education in legislation and administration, **89**:218–23

PEABODY, ANDREW P.—Elective system in colleges, **74**:152–61; quoted, **91**:702

Peabody, Elizabeth P., Discussion on Froebel and kindergarten, **72**:148

Peabody, Elizabeth Palmer, *In memoriam* (W. E. SHELDON) **94**:231–33

Peabody, George, The philanthropist, **75**: 82

PEABODY, JAMES E.—Laboratory work in high-school physiology, **03**:867–71

PEABODY, M. H.—Methods of teaching history to children, **93**:284–85

PEABODY, SELIM H.—College government; an educational experiment, **89**:539–46; Educational Exhibit of the World's Columbian Exposition, **92**:583–90; **94**:60; Elective system in colleges, **88**:268–75; Report on Manual training and technical exhibits in general [at San Francisco] **88**: 708–10; Value of tool instruction, **89**:98–103; Discussions on: Agricultural colleges, **88**:298; Higher education of the rural population, **89**:392; Manual training, **87**:234–36; **89**:425

Peabody fund, The, +**88**:162

PEAIRS, H. B.—Compulsory education [of the Indian] **01**:922–24; President's address, Indian Department: Our work; its progress and needs, **03**:1044–49; Discussion on Percentage of Indian blood to enter government schools, **01**:916–17

PEARSE, A. S.—Teaching of biology in high schools, **03**:858–62

PEARSE, CARROLL G.—Adequate leadership, progressive teachers and fewer subjects, **05**:184–87; Between day school and reform school, **98**:270–72; Has the heart of this people changed toward its schools? **97**:143–47; Resolution on Meeting-places for Department of Superintendence, **06**:32; Discussions on: Criticism of kindergarten, **05**:370; Commercial students, **02**:660; Examinations, **02**:182; Inspection and supervision, **01**:279; Manual training, **03**:654; Religious education, **03**:363; School boards, **03**:162–63; Simplified spelling, **02**:140–42; Temperance instruction, **1900**:258–59

Pearson, C. W., Discussion on Latin or some modern language first, **93**: 234

Pease, F. D., Discussion on Function of public school, **97**:987

PEASLEE, JOHN B.—Arbor day in the public schools, + **84**:44–55; Moral and literary training in the public school, **81**:104–17; Discussion on Moral training, **86**: 141–43

PEAVEY, Mrs. A. J.—Address of welcome, **95**:56–58; Discussion on Improvement of teachers, **95**:184–87

Peck, Tracy, Telegram on Greek for degree of A. B., **93**:125

Pedagogic energy, The conservation of (C. O. THOMPSON) +**81**:28–39

Pedagogical inquiry (G. STANLEY HALL) **85**:506–11; Children's collections, 510–11

—— Method of [special report] (W. T. HARRIS) **85**:492–503; Discussion, 504–5; (G. S. HALL) 506–11

—— Observation and experiment essential in (E. H. RUSSELL) **89**:275–85

—— Report of Committee on, **89**:42–43; Report of Special committee, **90**:108–13; Supplemental report (W. T. HARRIS) 113–18

Pedagogical research, Report of Committee on Expenditure of money for, **92**:250

Pedagogical study, Courses of, as related to professional improvement (W. S. SUTTON) **96**:338–45

Pedagogical training, The importance of, for college professors (H. F. FISK) **91**: 701–8

Pedagogical training in colleges where there is no chair of pedagogy (L. SEELEY) **90**: 673–77; Discussion: C. M. Grumbling, J. J. Mills, 677

Pedagogical value of the school workshop: Report of the Committee on Technological Education, **86**:305–12; Discussion, 312–17

Pedagogics, Report of Committee on, **84** pt. III:42–57; Is there a science of (F. L. SOLDAN) 43–47; Discussion, 48; as a science (W. T. HARRIS) 49–55; Discussion, 56–57

—— Report of the Committee on (F. L. SOLDAN) **87**:270–77; Analysis, 277–78; Discussion, 278–81

—— Report of the Committee on The laws of mental congruence applied to (B. A. HINSDALE) **95**:482–97; Discussion, 497–500

Pedagogy, Books on, **76**:207

—— A chair of (R. G. BOONE) **90**:672–73

—— Chairs of, in our higher institutions of learning (G. S. HALL) +**82**:35–44; (B. A. HINSDALE) **89**:559–68; Discussion, 568–69; **93**:414

—— Demands of sociology upon (A. W. SMALL) **96**:174–84

—— Evolution of the school of, **93**:425–26

—— Higher academic degrees in (S. G. WILLIAMS) **93**:440–42; Discussion: T. B. Stowell, 442–43

—— in colleges, **64**:178; **68**:31–33; **72**: 37; **75**:144; **76**:18; **77**:167; **79**:119; **87**:169; **94**:469; Resolution on, **94**:417

—— Literature of (T. DAVIDSON) **71**:51–66

—— Professional training of teachers in colleges in (S. G. WILLIAMS) **94**:93–100

—— Report of Committee on (N. C. SCHAEFFER) **88**:281–87; (G. P. BROWN) **91**: 337–44; Discussion, 344–47

—— Requirements for degree of Doctor of (J. ALLEN) **93**:434–36; (E. R. SHAW) **93**:436–38; (C. A. MCMURRY) **93**:438–40; (E. D. SHIMER) **93**:444–45; (E. BARNES) **93**:446

—— Schools of, **93**:414

—— Scope and character of pedagogical work in universities (C. DEGARMO) **92**: 772–79

Pendergast, W. W., Discussions on: Improvement of teachers in schools, **94**:454; Sociological factors in rural education, **96**:272–74; Township high school, **98**: 318

PENDLETON, E. M.—What are the legitimate duties of an agricultural professor? **76**:266–72

Penmanship, Essentials of modern business (F. L. HAEBERLE) **1900**:576–81

Penmanship, *see also* Writing

Pennell, Calvin Smith, *In memoriam*, **02**: 898

Pennell, Flora, Discussion on Moral value of art education, **90**:150–52

Pennsylvania Institution for the Deaf and Dumb, Changes of method in the (A. L. E. CROUTER) **1900**:663–67

Pennsylvania, Minimum salary law of, **Com. Sal., 05**:144–45

—— School systems of (E. E. HIGBEE) **87**: 307–11; Discussion, 311–13

—— Taxation for school purposes in (N. C. SCHAEFFER) **Com. Tax., 05**:44, 69–74

Pennsylvania State Teachers' Association, **06**:515

Pensions, Shall teachers be pensioned? (J. E. CLARK) **96**:988–95; Discussion, 995–96

Pensions for teachers, List of articles on, 1896 to 1905, **06**:711

Pensions of teachers, Preliminary report on (C. D. WRIGHT) **04**:370–77; **Com. Sal., 05**:177–84; Summary of Plans (C. Goggin) 182–84

Pentecost, Hugh O., quoted on Criticism of public schools, **88**:137

People, The, and the colleges (C. A. BLANCHARD) **90**:662–67

—— How to meet the (L. P. NASH) **02**: 237–39

—— The schools of the (E. G. MURPHY) **03**:129–37

People's college, The high school as the (G. S. HALL) **02**:260–68

PEPPER, GEORGE WHARTON.—Faculty and alumni control of college athletics, **94**: 808–15

PEPPER, WILLIAM.—Relation of undergraduate to postgraduate curricula, **92**: 67–81

Percentage of boys who leave the high school and the reasons (A. C. ELLIS) **03**: 792–98; Discussion: T. M. Balliet, J. W. Carr, 798–801

Percentage of school attendance, Report of Committee on, **72**:283–84

Percepts, How do concepts arise from (G. S. FULLERTON) **92**:545–52

PERES, ISRAEL H.—President's address, Department of School Administration, **02**:791–92; School administration problems in the South, **1900**:618–25; What constitutes an efficient superintendent? **01**:825–28

Periodical, Committee appointed to consider establishing a, **59**:3; Report, 8; Name, 8

Periodical publishing, Bookkeeping and accounting of (A. O. KITTREDGE) **98**: 880–82

Perkins, Albert S., Discussion: High-school chemistry in its relation to college work, **03**:880

Perkins, E. R., Address of welcome, **70**:91–92

PERKINS, JAMES S.—Tuberculosis (among Indians) how caused and how prevented, **02**:865–67

Permanent secretary, Report of Committee on, **90**:50

Pernicious literature, Resolutions on, **85**:21

Perrin, B., Letter on Greek for B.A. degree, **93**:126

Perrin, F. R., Discussion on English, **04**:509

PERRIN, JOHN WILLIAM.—Rise of national education in the sixteenth century, **01**:613–19

PERRY, CHARLES S.—Public schooling of deaf, as compared with hearing children, **99**:1157–62

PERRY, ELIZABETH H.—Art instruction in normal schools, **92**:482–95

PERRY, REUBEN.—Teaching Indian pupils to speak English, **05**:935–36; Discussion on Indian schools, **01**:914

PERRY, WALTER S.—Art education in relation to public education, **96**:694–701; Conditions underlying art education in European and American schools, **91**:765–76; Drawing in grammar schools, **83**:56–68; in high schools, **85**:288–94; **87**:556–57; 573–77

Perry, Walter S, *In memoriam*, **98**:298

PERSON, HARLOW S.—Essential elements of study in a university course in commerce; Point of view of Dartmouth College, **05**:692–96, 698–703

Pestalozzi, From, to Froebel (W. N. HAILMANN) **80**:128–37; **95**:421

Pestalozzi-Froebel Haus, The work of the (Mrs. S. H. HARRIMAN) **95**:525–30

Peterson, W. M., Discussion on Normal-trained teachers for Indians, **05**:953–54

Pettee, G. D., Discussion on Secondary education, **03**:438–42

Pettie, E., Discussion on Physiology, **01**:604

PETTIGREW, NELLIE G.—The supervisor from the standpoint of the grade teacher, **01**:709–14

Pettinger, O. M., Discussion on European history, **02**:482

PEYSER, HAROLD.—Practical co-operation between art and manual training, **02**:571–76*

PHELPS, WILLIAM F.—Country-school problem, **75**:7–15; Duties of an American state to higher education, **66**:83–94; Ignorance of normal-school work, President's address, **79**:113–14; Inaugural address, **76**:7–20; Normal schools, their organization and course of study, **66**:131–39; Report of Committee on Normal-School Studies, **70**:11–20; Report of Committee on Normal Training Schools, **72**:28–38; Report on securing an endowment thru life-directorships and other agencies, **84**:pt. 1:21–22; Discussions on: Course of study for normal schools, **70**:26; Methods in a normal course, **71**:152–54; Model and normal schools, **71**:141; Normal-school system, **71**:144; Normal-school work, **77**:145–46; Professional instruction for teachers, **70**:38; **72**:209–14

Philadelphia, Industrial art in (C. G. LELAND) +**83**:20–23

Philadelphia public schools, Manual-training methods in (J. L. TADD) **94**:886–91

Philadelphia Teachers' Institute a Life-director, **79**:239–40

PHILBRICK, JOHN DUDLEY.—Can the elements of industrial education be introduced into our common schools? +**75**:81–89; Education at the Paris Exposition, +**79**:93–99; National Teachers' Association, its nature and objects, **63**:49–60; Normal-school problem, **71**:214–19; Remarks on Vienna Exposition, +**74**:46–48, 51; Systems of public instruction in European and American cities compared, +**74**:62–69; Technological museums defined, +**80**:60–61; Discussions on: Centennial Exposition, +**75**:64–66; Kindergarten training, +**79**:42, 43, 44; Legal prevention of illiteracy, +**75**:17, 18, 19, 20, 21, 22, 24,; National aid to education, +**74**:61; Place and function of academies, **85**:457; Uniform plan for publishing statistics, +**74**:19, 20, 26

Philbrick, John Dudley, *In memoriam*, **86**:246–50; Tribute to the life and character of, 318–31; Resolutions on Death of, +**86**:123

Philippine educational exhibit at St. Louis, **04**:397–98

Philippine teacher and the Philippine educational exhibit (A. R. HAGER) **04**:396–98

Philippines, Education in the (J. G. SCHURMAN) **02**:110–18; (E. B. BRYAN) **04**:100–4; (Señora ZAMORA) **04**:468

PHILIPS, GEORGE MORRIS.—Typical English training college, **99**:889–91

Phillips, E. H., Discussion on Omissions in course of study, **04**:203–5

Phillips, G. M., Discussion on The teacher as an expert, **94**:869

PHILLIPS, J. H.—Educational needs of the South, **04**:94–100; History and literature in grammar grades, **92**:606–16; Negro teachers for negro schools; **97**:560–62, Response to address of welcome, **99**:60–

62; Discussions on: Education in South, **94**:584–86; True function of supervision, **96**:250

PHILLIPS, MARY B.—Course of study: Order of subjects with reference to laws of growth, **86**:532–37

Phillips, Wendell, quoted on Idleness, **93**:375

Philosophy in colleges and universities (W. T. Harris) **88**:439–44

—— Plea for the study of educational (N. A. HARVEY) **01**:772–77

Philosophy, Rehabilitation of, in Germany (H. SCHWARTZ) **06**:420–30

—— Round-Table Conference on, **92**:545–57

Philosophy, Doctor of, On what conditions should degree of, be given (W. O. SPROULL) **93**:156–59

Phonetic alphabet (Z. RICHARDS) **60**:46–54

—— The New (G. HEMPL) **06**:192–97

Phonetic method, **99**:718–22

Phonograph, The, as an aid in teaching shorthand (T. F. LAKE) **01**:754–57

Physical betterment of the mentally deficient (J. H. MCKEE) **05**:885–95

Physical condition of students at Vassar, statistics, **74**:113–14

Physical culture, Scientific value of (A. B. POLAND) **92**:230–39; **95**:311

Physical Culture Hall, Louisiana Purchase Exposition, **04**:832–35

Physical development, The school and the child's (S. H. ROWE) **05**:742–49

Physical development of the child in the training of kindergartners (N. OPPENHEIM) **05**:344–46

Physical education, **88**:151

—— A perfect, indispensable in order to produce an ideal education (L. M. TÖRNGREN) **93**:54–55

—— Delsarte and his contribution to (Mrs. A. P. TUCKER) **97**:880–83

Physical Education, Department of, 99:1064–96; **01**:758–70; **02**:739–58; **03**:817–46; **04**:803–41; **05**:755–79. *See also* Physical Training, Department of

—— —— Petition for Department, **95**:43–44; Creation and organization of, **95**:944–45; Object of (R. A. MORRIS) **95**:946; The new department (F. W. PARKER) **95**:949

—— —— Report of Committee on Nominations, **96**:894

—— —— Report of Committee on Resolutions, **96**:894

Physical education: Educational equipoise (Mrs. F. W. LEITER) **92**:127–41

—— Educative (W. O. KROHN) **02**:740–44

—— History of, in Denmark (J. LARSEN) **93**:664–69

—— in our public schools, Requirements for (H. HARTUNG) **02**:745–54; Discussion: J. L. Gowdy, E. W. Lyttle, 754–58

—— in our schools (R. A. MORRIS) **92**:366–72

—— indispensable to ideal education [abstract] (L. M. TÖRNGREN) **93**:54–55

—— List of articles on, 1869 to 1905, **06**:711–13

—— of the deaf and dumb (A. GUTZMAN) **93**:674–78

—— Place of, in the curriculum (E. W. LYTTLE) **03**:823–29

—— Play in (G. E. JOHNSON) **98**:948–54; Discussion: Mr. Ballard, C. E. Ehinger, G. W. Fitz, G. W. Johnson, R. Stoneroad, 954–58

—— President's address (G. W. FITZ) **99**:1065–67

—— Report of Committee on (CLARA CONWAY) **91**:348–54; Discussion: G. S. Hall, W. T. Harris, and others, 354–60

—— Some unsolved problems in (T. D. WOOD) **93**:621–23

Physical education, *see also* Gymnastics

Physical education and brain building (W. O. KROHN) **03**:818–23

Physical education legislation (Mrs. F. W. LEITER) **01**:761–65

Physical effects of sloyd (F. J. WHITE) **96**:760–66

Physical exercise in school (S. W. MASON) **63**:61–68

—— Investigation of proposed, **96**:233

—— necessary to health, Resolutions on **60**:11; **75**:134; **80**:111, 117, 126

Physical exercises for school purposes (J. G. SMITH) **93**:631–36

Physical fitness and unfitness of school children for school work (E. A. KIRKPATRICK) **05**:760–66; Discussion: W. W. Hastings, 766–68

Physical geography, Apparatus for high schools of New York City (R. H. CORNISH) **99**:793–94

—— in secondary schools (A. P. BRIGHAM) **97**:923–28

—— its possibilities and difficulties (E. L. Harris) **95**:615–20

—— Laboratory work in elementary physiography (R. H. CORNISH) **97**:928–35

—— Relation of, to geology (W. H. NORTON) **01**:796–802

—— Report of the Subcommittee on (A. P. BRIGHAM) **98**:973–84

Physical geography, *see also* Geography

Physical Science Conference, **02**:471–78

Physical science in the high school, **02**:471–78

—— Scope and method of, in the common school (C. O. THOMPSON) **72**:149–58

Physical sciences, List of articles on, 1872 to 1905, **06**:713

Physical training (E. F. HERMANNS) **95**: 65–68

—— as a factor in character building (J. L. HUGHES) **96**:911–18; Discussion: B. T. Davis, 918–19

—— as corrective of brain-disorderliness (W. O. KROHN) **01**:759–60

Physical Training, Department of: Congress of physical education, **93**:615–78; **95**:944–50; **96**:893–936; **97**:870–915; **98**:929–58

—— —— Purpose and status of the (R. A. MORRIS) **96**:895–99

Physical training, Development of the will thru (W. O. KROHN) **97**:873–80

—— Educational and recreative: In grammar schools (R. STONEROAD) **05**:768–72; Discussion: Mr. Kilpatrick, Miss McConkey, R. K. Savage, Miss Stone, 772–73; In high schools (C. F. CARROLL) **05**: 773–75; In colleges and universities (C. CRAWFORD) **05**:775–78; (R. T. McKENZIE) 778–79

—— for the mass of students (W. G. ANDERSON) **03**:837–43; (F. N. WHITTIER) **03**:843–46

—— for the prevention and cure of stuttering (E. M. HARTWELL) **93**:739–49

—— in public schools (N. D. KIMBERLIN) **95**:946–48

—— in the colleges (F. E. LEONARD) **97**: 909–15

—— in the public schools, Symposium on; Discussion: Clara G. Baer, Jessie H. Bancroft, Miss N. D. Kimberlin, Ellen Le Garde, Rebecca Stoneroad, Henry Suder, George Wittich, **97**:898–909

—— Normal method of, **97**:895

—— Objects and methods of, I. From the standpoint of the general teacher (W. W. CHALMERS) **04**:807–10; II. From the standpoint of the physical-training teacher (WILLIAM A. STECHER) 810–17; III. Normal schools (G. B. AFFLECK) 817–22; IV. Colleges and universities (R. H. JESSE) 822–27; V. High schools, from the standpoint of a specialist (MARY H. LUDLUM) 827–32

—— of criminals (H. D. WEY) **93**:646–57

—— Various aspects of (HANS BALLIN) **01**:765–69; Discussion: H. E. Kratz, 769–70

Physics, as a requirement for college admission (E. H. HALL) **97**:937–42; Discussion: C. F. Dutton; E. W. Elder; T. Neumann, H. C. Wood, and others, **97**:942–44

—— Course for technical high schools (C. F. WARNER) **03**:890–95

—— Course in, adopted by the Department of Science Instruction of the N. E. A., 1905, **05**:815–25

—— Experiments in, for secondary schools, **Com. Ten, 94**:125–27

—— First-year course in, **05**:815–17

—— for the boys and girls; an introductory course (J. C. PACKARD) **03**:880–83

—— High-school instruction in (F. M. GILLEY) **02**:778–84

—— High-school phase; aims and methods (G. R. TWISS) **03**:885–89

—— in the high-school curriculum (S. P. MEADS) **99**:1103–6

—— in the secondary schools (I. O. PALMER) **03**:883–85

—— Outline of a course in, **03**:893–95

—— Report of Committee on Teaching, **87**: 41–44

—— Second-year course in, for high schools, **05**:817–25

—— Study of, **79**:79; in common schools (C. K. WEAD) **85**:114–21; **95**:315; **96**: 538; 957–58

—— Subject-matter of high school (A. L. FOLEY) **04**:865–70; Discussion: A. F. Foerste, 871–72

Physics, Chemistry, and Astronomy Conference, Report of (IRA REMSEN) **Com. Ten, 94**:117–21; Minority report on (W. J. WAGGENER) 121–23; (A. P. GAGE) 123

Physics Conference, **01**:591–92

Physiography Conference, **01**:602

Physiography in the secondary schools (J. A. MERRILL) **02**:784–89

Physiography, *see also* Physical geography

Physiological notes on primary education, by Dr. Mary Putnam Jacobi, Review of (W. T. HARRIS) **90**:113–18

Physiological psychology, Recent investigations in (C. C. VAN LIEW) **04**:576–83

Physiology Conference, **01**:602–4

Physiology, Laboratory work in high school (J. E. PEABODY) **03**:867–71

—— New method of teaching (W. T. PORTER) **03**:862–67

—— Study of, **70**:28; **94**:432; **95**:311

Physiology and hygiene of the vocal organs (J. HOWARD) **93**:514–18

Physiology in primary and secondary schools (A. H. TUTTLE) **Com. Ten, 94**: 158–61

Physiology of childhood as applied to education (R. O. BEARD) **02**:720–27; Discussion: R. O. Beard, E. A. Kirkpatrick, 727–30

Pick, E., Discussion on Memory, **92**:791–92

PICKARD, JOSIAH L.—Address of welcome, **84**:pt. II:27–28; City systems of management of public schools, **83**:69–78; Correlation of subjects, **90**:209–10; Essentials in a course of study for children, **93**:251–57; Human body, **70**:41–48; *In memoriam* George Howland, **94**:224–25; Response to address of welcome, and opening remarks as president, **71**:11–12; Response, **89**:67–68; Scholarships, **80**:159–61; Supervision in a system of schools, **72**:259; What lessons does the Ordinance of 1787 teach? **87**:129–34; What shall we do with the boys? **75**:172–81; Discussions on: College dormitories, **79**:108; Industrial education, **77**:223; Motives and means in school discipline, **70**:144; School attendance, **71**:227

Pictorial drawing in primary and grammar grades (W. SEEGMILLER) **95**:822–30

Picture-study (F. J. ORR) **1900**:514–16

Pictures, Value of, **95**:293; in primary teaching, **75**:168

PIERCE, C. F.—Indian children should know the English language to enter a non-reservation school, **01**:917

Pierce, Edward L., quoted, **83**:86

PIERCE, EDWARD T.—Recognition of diplomas of other state normal schools in other than the state issued, **97**:715; State normal schools of the Pacific coast (Report of the Sub-committee) **98**:744–46; Discussion on: Normal-school purpose, **97**:735; Normal-school work, **93**:433

Pierce, James O., Discussion on Compulsory laws and their enforcement, **90**:192–94

Pillsbury, J. H., Discussion on Secondary education, **03**:445

Pilotage system of New York, The, **93**:188–90

PINNEY, MARY A.—A plea for industrial training, **95**:753–59

Place, Mrs. C. L., Discussion on Constructive work, **99**:922

Place of the library in education (MELVIL DEWEY) **01**:858–64

Place of the small college (G. A. GATES) **04**:134–39

Plan for a report on elementary education (JOHN DEWEY) **98**:330–35

Plant-study: The leaf a light-related organ (B. D. HALSTED) **98**:970–73

Platt, Mrs. Mary J., *In memoriam*, **95**:209

Play as a means for idealizing and extending the child's experience (Miss A. M. FELKER) **98**:624–30; Discussion: Elizabeth V. Brown, 630–32

—— in physical education (G. E. JOHNSON) **98**:948–54

—— Necessary elements in work and (C. G. O'GRADY) **01**:527–32

—— Work and, in youth (M. V. O'SHEA) **01**:513–18

Play interests of children (WILL S. MONROE) **99**:1084–90

Playfair, Sir Lyon, quoted, **84** pt. II:60

Playgrounds in England for the poor in cities, **93**:641–46

Plea for the study of educational philosophy (N. A. HARVEY) **01**:772–77

PLUMMER, FRANK E.—The future high-school, **91**:620–31; High-school extension, or supplementary work, **92**:355–56; President's address, Department of Secondary Instruction, **92**:338–41; Discussion on State or municipal supervision, **93**:192

POESCHE, HERMANN.—The real nature of education, **93**:369–72

Poetic invention, Dreaming and (J. SULLY) **93**:730–37

Poetry for children, **99**:471

—— Influence of, in education (W. M. BEARDSHEAR) **1900**:153–60

—— Power of, **96**:704–6

—— Study of, **70**:169; **94**:287; **95**:281; **96**:105, 349

POGUE, MARY E.—Concerning our limitations in educating mentally deficient children, **05**:895–900

POHL, ELSA.—Physical training exhibits of the St. Louis Exposition, **04**:832–35

Poland, Addison B., Address of welcome, **94**:51–53; Graded system of the rural schools of New Jersey, **94**:358–64; Newark method of appointing and advancing teachers, **05**:249; Scientific value of physical culture, **92**:230–39; Discussion on College graduates as teachers, **02**:279

Political economy in secondary schools (C. F. THWING) **95**:370–74

Political Economy, Report of Committee on History, Civil government and, **Com. Ten, 94**:162–201

Political science, Study of, in colleges (I. W. ANDREWS) **81**:181–89

Polk, Mrs. James K., Visit of N. T. A. to, **68**:7; Resolution, 13; Tribute to (H. S. Foote) 16; Appointment of committee to wait on, **89**:24

Pollock, Dr., Discussion on Laboratory botany, **01**:583

POLLOCK, Mrs. LOUISE.—Free kindergarten and kindergarten training, +**79**: 39–42; +**80**:59–60; **81**:129–31; Magicians that make a child's life happy or miserable, **98**:551–54

—— Magicians that make a child's life happy or miserable, **91**:551–54

POLLOCK, SUSAN PLESSNER.—Ideal play in the kindergarten, **98**:604–8

Pomeroy, F., Discussion on History in secondary schools, **01**:601

POMMER, W. H.—Methods *versus* results (in singing) **04**:696–99

POND, E. P.—Address of welcome, **88**: 45–46

Popular criticisms and their proper influence upon school superintendence (M. E. GATES) **90**:468–79; Discussion: J. Allen, 479–81

Popular edcuation, The general government and (A. S. DRAPER) **96**:201–8

—— in England (A. PERCY) **04**:83–89

Portable schoolrooms, **04**:906

PORTER, NOAH.—The class system, **77**: 95–105; quoted on Study of natural history, **72**:157

PORTER, WILLIAM TOWNSEND. —New method of teaching physiology, **03**:862–67

Porto Rico, Education in (S. MCCUNE LINDSAY) **04**:127–28

—— Progress of education in (M. G. BRUMBAUGH) **02**:253–56

POSSE, Baroness ROSE.—Tests of the efficiency of a normal school of gymnastics, **03**:829–36

Possessions, our new, Educational policy for (W. T. HARRIS) **99**:69–79

Postage on local public documents, Resolutions on, +**88**:15

Post-graduate studies (W. PEPPER) **92**:67–81

Potter, Rev. Alonzo, Resolutions on death of, **65**:222

POTTER, THOMAS W.—Do agents and superintendents of Indian schools read the rules and regulations? **02**:873

Poucher, Mrs. Matilda S., *In memoriam*, **1900**:726

POULSEN, EDNA SNELL.—Aims of the Delsartean disciples, **88**:667–70

POULSON, EMILIE.—Songs, morning talks, and stories, **92**:292–98

POWE, CHARLOTTE M.—Work and play in the primary and grammar grades, **01**: 507–12

POWELL, WILLIAM BRAMWELL.—Educational outlook, **97**:154–57; Manual training, +**87**: 123–29; **96**: 672–81; Medical inspection of schools, **98**:454–62; Methods of teaching music, **99**:987–88; Remarks on Bureau of education, +**89**:277–78; Report of the Natural History Conference, **Com. Ten, 94**:138–42; Training-schools, +**89**:52–60; Discussions on: Course in elementary schools, **94**:439–41; Education of the negro in the South, **90**:506–13; Manual training, +**88**:97; Pedagogical chairs, **89**:569; State supervision, **90**:442–43

Powell, William Bramwell, *In memoriam* (JOHN W. COOK) **04**:361–65

Powers, J. K., Discussion on State aid and education, **1900**:462

Poynter, W. T., Discussions on: Language-studies in secondary schools, **93**:205; State or city supervision, **93**:192; *In memoriam*, **98**:294–95

Practical co-operation between art and manual training (H. PEYSER) **02**:571–76

Practical education (C. K. ADAMS) **94**:134–36; The psychological view (J. H. BAKER) **88**:166–73; The popular view as of preparation to earn a living (R. K. BUEHRLE) **88**:173–82; Special education (J. M. GREENWOOD) **88**:182–92; Discussion: G. T. Fairchild, J. Locke, L. S. Thompson, **88**:192–97

Practical study of drawing in public schools (B. E. SNOW) **03**:670–76

Practical utility of manual and technical training (W. B. PARSONS) **05**:134–41

Practice school as a public school (E. A. SHELDON) **96**:651–59; Discussions and questions, 659–65

Practice schools and their relation to normal training **72**:222–23; Discussions on, **75**: 147–49; **95**:245

—— in connection with normal schools (C. C. ROUNDS) **85**:429–36

Practice teaching, **91**:198–99; Organization of training schools and (K. D. STOUT) **95**:700–6; in normal schools (J. N. WILKINSON) **95**:707–9

Practice work, Its place in the normal-school course; Report of Committee (J. W. COOK) **95**:501–9

—— The value of, in model and training schools (F. S. GUPTILL) **93**:391–98

Prather, W. L., Discussion on State universities, **01**:612

PRATT, MARA L.—Nervous force of the teacher, **96**:929–36

PRATT, RICHARD H.—Indian education, +**84**:34–39; Industrial training as applied to Indian schools, **95**:759–64

Pray, T. B., Discussion on High-school curriculum, **05**:531

Preliminary report of Committee on Salaries, Tenure, and Pensions of Teachers (C. D. WRIGHT) **04**:370–77

Preliminary report on school hygiene (W. T. HARRIS) 407–11

PRENTICE, MAY H.—Myth and history in the elementary schools, **02**:447–53; Discussions on: Heads of departments, **02**: 538; School and library, **02**:818

Preparation of teachers in Germany (Dr. L. BAHLSEN) **04**: 140–45

Preparatory departments, Resolutions concerning, **90**:633

Preparatory Greek—Attic Greek or Homer, **97**:664

Preparatory natural-science curriculum, The (C. S. PALMER) **97**:917–23

Preparatory schools for college and university life (NOAH PORTER) **74**:42–58

—— Report on Preparation for college, (LEMUEL MOSS) **84** pt. III:36–39; Discussion, 39–42

—— Schools preparatory to college (J. P. GULLIVER) +**70**:19–24; Discussion, 24–26

Presbrey, O. F., Discussion on Teaching current events in school, **92**:149–51

Present peril to liberal education, The (A. F. WEST) **03**:54–60

Preston, J. R., Discussions on: Ethical element in patriotism, **95**:148–49; Improvement of rural teachers, **94**:534–36; Powers of superintendents, **95**:357; Public-school system and legislation, **92**:206–7; The South and its problems, **94**:589–90; Teaching patriotism, **01**:102–10, 117

PRESTON, S. H.—Study of music in its relation to mental development, **91**:824–26

PRETTYMAN, E. B.—The public lands and public education, **99**:259–66; Discussions on: Citizens and teachers, **97**:259–60; Powers of superintendents, **95**:359; Simplified spelling, **01**:215; Training of teachers, **95**:257–58; U. S. history in secondary schools, **98**:86

PRICE, GEORGE W. F.—The teaching of patriotism in the public schools and everywhere, **89**:328–33; Discussion on University, college, and higher schools, **87**: 170–71

PRICE, JOSEPH C.—Education and the problem of the negro, **90**:267–76

PRICE, THOMAS R.—English as introduction to Latin and Greek, **77**:262–70

Primary and grammar grades, Science teaching in the (G. GUTTENBERG) **90**: 595–601

—— —— Work and play in the (C. M. POWE) **01**:507–12

Primary and intermediate grades, Artistic handicraft in the (HELEN M. MAXWELL) **01**:654–56

Primary classes, Course of manual training in (N. A. CALKINS) **90**:828–34

Primary education; Essentials in a course of study for children (J. L. PICKARD) **93**: 251–57; Discussion: B. A. Hinsdale, L. H. Jones, 257–62

—— Importance of harmonizing the primary, secondary, and collegiate systems (J. MCCOSH) **80**:138–46

—— in Germany, **82**:95

—— The moral element in (W. H. RUFFNER) **76**:39–46

—— Obstacles in the way of better (H. S. JONES) +**82**:28–35

—— Progress in (EVA D. KELLOGG) **95**: 1004–9

—— What and how? (H. A. RAAB) **83**: 13–24

Primary education, *see also* Elementary education

Primary grades, Aims of drawing in the (E. M. CHURCH) **05**:603–5

—— Foreign-born children in the (J. ADDAMS) **97**:104–12

Primary instruction, Importance of, **92**: 177–78

Primary instruction, A knowledge of the kindergarten indispensable in (S. L. ARNOLD) **95**:557–60

—— The present character of (J. A. GARFIELD) +**79**:158–60

Primary music methods (Mrs. M. B. PARR) **04**:681–85

Primary or Elementary Instruction, Department of, *see* Elementary Education, Department of

Primary school, Effects of kindergarten training on the (I. SHEPARD) **90**:554–60

—— Ideal curriculum for (E. C. DAVIS) **94**:726–37; Discussion: L. A. Kirby, and others, 737–41

—— The kindergarten and the (E. A. NEWMAN) **1900**:390–96

—— Modifications in the (B. P. MANN) **93**:342–44

—— Organic connection between the kindergarten and the (N. CROPSEY) **91**:538–45

—— Relation of the kindergarten to the (J. W. DICKINSON) **85**:360–63

—— Report of Committee on a Course of Study from, to University (W. T. HARRIS) **76**:58–68

—— What is the proper work of a (E. A. SHELDON) **70**:103–9

Primary school and the kindergarten (W. T. HARRIS) **91**:531–32

Primary-school work, Recent improvements in (S. L. ARNOLD) **95**:279–86

Primary schools, Application of Froebel's principles to the (K. L. BROWN) **87**:339–49; Discussion, 349–50

—— Drawing in (E. F. DIMOCK) **87**:558–60
—— Hygiene of instruction in (G. W. FITZ) **98**:544–50
—— Ideal relation of kindergarten to (L. WHEELOCK) **94**:702–3; Discussion: B. C. Gregory, F. A. Hinckley, W. E. Sheldon, 703–4
—— Manual training in, and in grammar schools (H. A. WISE) **89**:104–10
—— Physiology in, and secondary (A. H. TUTTLE) **Com. Ten, 94**:158–61
—— Voice culture in (Z. RICHARDS) **91**:606–14
Primary teachers, **71**:114. *See also* Elementary teachers
Primary teaching, Developments and changes in, in France during the Third Republic, 1870–1906 (P. E. LEVASSEUR) **06**:408–17
PRINCE, JOHN T.—Address of welcome, Indian Department [an abstract] **03**:1043; Consolidation of rural schools, **03**:929–35; Round-Table Conference on Apperception, **91**:835; Some New England plans and conclusions drawn from a study of grading and promotion, **98**:423–32; Discussions on: Coeducation in high schools, **03**:300; Qualifications and supply of teachers, **91**:436; Rural-schools maintenance, **98**:575; Scope of public school, **03**:1005; Study of English in public schools, **94**:290
Princeton, University ideals at (A. T. ORMOND) **97**:346–57
Principals, Qualification of (J. M. GREENWOOD) **+89**:209–16
Principals' Conference: The formation of a federation of secondary-school associations (W. J. S. BRYAN) **03**:476–79
—— School athletics (W. J. S. BRYAN) **02**:485–88
Principals' Round Table, **96**:597–604
Principles and methods, List of articles on, 1860 to 1903, **06**:727–28
Principles of co-ordination of studies (C. DEGARMO) **95**:87–96
PRINGLE, W. J.—High school in its relation to the community, **97**:695; Discussion on Algebra and geometry in grammar grades, **97**:659
Prisons, Committee appointed to visit, **79**:28; Resolution from, adopted, 49; granted time, **80**:138
PRITCHETT, HENRY S.—Address of welcome, **03**:42–43; The Carnegie Foundation for the Advancement of Teaching, **06**:504–6; The part of the manual-training high school in American education, **03**:71–77
Private schools, Discipline in, **88**:532–34
—— in Germany, **70**:157
—— Supervision of, by the state or municipal authorities (J. C. MACKENZIE) **93**:183–90; Discussion, 190–93
Prize system; Is it best for colleges? (J. H. CARLISLE) **82**:46–54
Problem for women's clubs, A (I. LAWRENCE) **05**:724–27
—— in civilization (H. W. BLAIR) **90**:276–85
—— of the grades. I. Discipline (G. EDMUND) **1900**:123–28; II. Classification and promotion (E. BUCHANAN) 128–37; III. Instruction (Mrs. A. W. COOLEY) 137–45
—— of the hour (ALEX. HOGG) **89**:299–310
—— of the South, The (B. T. WASHINGTON) **1900**:114–23
—— of today, The (R. EDWARDS) **87**:59–65
Problems in artistic rendering (K. M. BALL) **99**:940–44
—— Some pressing (N. M. BUTLER) **02**:66–75
—— that perplex (A. H. CHAMBERLAIN) **05**:558–63
Proceedings, Journal of, **82**:v–xxxi; **83**:v–xxii; **84**: pt. 1:5–24; **85**:1–33; **86**:9–24; **87**:23–34; **88**:21–35; **89**:21–33; **90**:21–9; **91**:21–7; **92**:21–9; **94**:27–39; **95**:17–37; **96**:18–32; **97**:21–31; **98**:23–36; **99**:23–33; **1900**:21–34; **01**:21–31; **02**:22–29; **03**:21–31; **04**:23–31; **05**:21–45
—— —— desirability of reprinting to complete sets, **88**:29
—— —— Income of Permanent Fund be used exclusively to pay for publishing, **90**:37
PROCTOR, EDNA DEAN.—Our national floral emblem, **01**:148–49; Columbia's emblem (poem) 150
Professional courses, Baccalaureate and, **05**:299–301
Professional culture of teachers (J. M. GREENWOOD) **05**:325–28
Professional life, College education and (J. C. HUTCHINSON) **90**:702–5
Professional schools, Fee system in, **73**:112; **93**:117
—— Length of the baccalaureate course and preparation for the (E. E. BROWN) **03**:489–95; (C. W. ELIOT) 496–500; (N. M. BUTLER) 500–4; (W. R. HARPER) 504–9; (A. F. WEST) 509–13; Discussion: J. H. Baker, W. H. P. Faunce, W. H. Hadow and others, 513–16
—— Professional and technical instruction in the university (N. M. BUTLER) **94**:619–23

Professional Relation of a college course to (T. R. Bacon) **95**:665–71

—— Relation of, to the university (S. Low) **93**:146–49

—— Should an antecedent liberal education be required for admission to, Letter from T. B. Ames, **93**:112; (W. Wilson) **93**:112–17; Discussion, 117–18

—— Standard of admission to (J. N. Hall) **95**:661–65

Professional sentiment (A. E. Winship) **99**:229–31

Professional spirit in teachers (Ida B. Haslop) **94**:758–63

Professional training of teachers (E. A. Sheldon) **93**:387–91

Professions, Entrance to the, **05**:301

Professors, Influence of, on choice of studies, **74**:162

—— Pedagogical training for college (H. F. Fisk) **91**:701–8

—— removed for religious opinion, **74**:74

—— Skeptics among, **73**:53

Program Committee, Report, **77**:22

Programs, Can school, be shortened and enriched? (C. W. Eliot) +**88**:101–10; Discussion: W. T. Harris, J. A. MacAlister, 115–18

—— French and American public school, compared, +**88**:111–15

Progress in education (Rev. J. L. Spalding) **01**:66–85

Progress in public education (F. L. Soldan) **99**:176–82

Progress of the year, and curriculum of the elementary school (N. Cropsey) **05**:374–80

Projection microscope; Its possibilities and value in teaching biology (A. H. Cole) **02**:771–78; **05**:814–15

Promotion, Examination for, in the public schools (W. DeW. Hyde) +**89**:229–36

—— Examinations for (W. M. Griffin) +**89**:236–43

—— How and by whom determined (C. G. Edwards) +**83**:73–75

Promotion in public schools, Examinations as tests for (H. S. Tarbell) **87**:107–11; (W. H. Maxwell) **90**:127–37

Promotion of pupils (C. G. Edwards) +**83**:73–75

Promotion of teachers, What should be the basis for the, and the increase of salaries (J. H. Van Sickle) **06**:177–83

Promotions, Examinations and, in elementary schools; Discussion (R. K. Buehrle, J. L. Hughes, W. A. Mowry, and H. A. Wise) **94**: 294–98

Promotions and grading (W. W. Chalmers: Paul A. Cowgill; H. E. Kratz) **99**:369–73; Discussion: J. N. Study, A. K. Whitcomb, 373–75

Promotions in city schools, Report of Round Table discussion on (N. C. Dougherty) **92**:802–3

—— Principals' Round Table; Discussion: W. H. Smiley and others, **96**: 597–604

Pronunciation, *see also* Orthoëpy

Pronunciation should be taught before grammar, **76**:113

Proper education of an American citizen (G. N. Grisham) **98**:272–76

Province of the supervisor, The (L. H. Jones) **97**:217–24

Provincialism, **96**:102

Prussia, Modern system of higher education for women in (F. Paulsen) **06**:395–408

Prussia, Principles and methods governing classical instruction in, **85**:211–13

Prussian schools (J. W. Dickinson) **70**: 152–59

Prussian schools, Compulsory education in (E. E. White) **71**:223–24

Psychic arrest in adolescence (G. S. Hall) **03**:811–13; Discussion: G. E. Dawson, A. Meyer, 813–16

Psychological and ethical value of music (E. K. Fairweather) **02**:621–25

Psychological and pedagogical observation; Report of Special Committee (G. P. Brown) **90**:108–13; Supplemental report (W. T. Harris) 113–18

Psychological and pedagogical value of the modern methods of elementary culture: Socratic element (J. W. Stearns) **87**: 66–69; Objective element (J. W. Dickinson) 70–73; Philosophic and scientific element (F. L. Soldan) 74–79; Natural or developing element (W. N. Hailmann) 80–86; Discussion: G. P. Brown, W. T. Harris, J. H. Hoose, A. E. Winship, 87–101

Psychological inquiry (W. T. Harris) **85**: 91–101; Report of Committee on, **92**: 789–91; **94**:637–41; Discussion: B. A. Hinsdale, S. S. Laws, E. E. White, 642–45

Psychological investigation, Resolution on, **88**:24

Psychological method, **99**:717–18

Psychological view of practical education (J. H. Baker) **88**:166–73

Psychology, Application of mental science to teaching (J. W. Dickinson) **70**: 73–79; Discussion: N. C. Cobleigh, W. E. Crosby, and others, 80–87.

—— Can it be founded upon the study of consciousness alone, or is physiology needed? (J. Royce) **93**:687–92
—— Conditions of, in normal schools (G. S. Albee) **87**:495–504; Discussion: W. W. Parsons, 505–7
—— Educational; Round-Table Conference on, **91**:832–35
—— Experimental, Congress of, **93**:713–85
—— for normal schools (M. V. O'Shea) **95**:681–88
—— for the teacher (E. C. Hewett) **99**: 428–38; Discussion: A. Gove, J. M. Greenwood, J. H. Hoose, 438–39
—— in its relation to pedagogy (N. M. Butler) +**89**:26–42
—— in normal schools (Z. X. Snyder) **95**: 647–81
—— in the kindergarten (C. Mackenzie) **92**:285–92
—— The new, and the consulting psychologist (J. Royce) **98**:554–70
—— —— in normal schools (L. A. Williams) **93**:781–84
—— of descriptive gesture (S. H. Clark) **96**:497–504
—— of imitative functions (W. T. Harris) **94**:637–41; Discussion: S. S. Laws, E. E. White and others, 642–45
—— of manual training (W. T. Harris) +**89**:117–32
—— of puberty and adolescence (C. A. Scott) **97**:843–51; Discussion: A. H. Yoder, 85
—— of reading and writing (R. MacDougall) **05**:399–405; Discussion: S. H. Rowe, 405–6
—— of study **74**:238; **76**:205; **88**:143
—— Rational, Congress of, **93**:679–711
—— —— for teachers (W. T. Harris) **98**: 570–74
—— —— The soul as the basal concept of (G. T. Ormond) **93**:693–99; Discussion, 699–700
—— Reality—What place it should hold in (J. McCosh) **93**:682–86
—— Recent investigations in physiological (C. C. Van Liew) **04**:576–83
—— Shall instruction in, be oral (G. Karr) Round-Table Conference, **02**:246–47
—— Some applications of, to the art of teaching (W. H. Payne) **84** pt. II:249–56
—— Wundt's *Psychology of the Will* (E. B. Titchener) **93**:705–11; Discussion: Dr. Boardman, 711
Psychology, *see also* Adolescence; Child-study
Psychology and child-study in normal schools (D. Putnam, H. H. Seerley, and others) Round-Table Conference, **02**: 239–46
Psychology and education, List of articles on, 1874 to 1904, **06**:713–14
Psychology and ethics of fun, The (W. B. Hill) **02**:286–97
Public and parochial schools (John Jay) **89**:152–70
Public education, American, List of articles on, 1859 to 1906, **06**:661–63
Public instruction in Italy (E. Rossi) **93**: 907–11
Public instruction in Minnesota (W. W. Folwell) **75**:58–76
Public instruction, System of, in Ontario (J. G. Hodgins) **74**:89–95
—— Systems of, in European and American cities compared (J. D. Philbrick) +**74**:62–69
Public lands and public education (E. B. Prettyman) **99**:259–66; Discussion: R. C. Barrett, G. T. Fairchild, B. A. Hinsdale, 266–70
Public libraries and public schools (S. Williams) **99**:455–56
—— Improving poorly managed, in small communities (F. A. Hutchins) **99**:508–10
Public Libraries started, **06**:482, 270
Public library a distinct organization (W. R. Eastman) **06**:223; **Lib. Adm., 06**: 13
—— Growth, place and purpose of the, **06**:217–18; **Lib. Adm., 06**:7–8
—— an integral part of our educational system, **05**:302–3
—— a promptuary for the public schools (N. D. C. Hodges) **03**:957–60
—— Relations of the, to the public schools (W. H. Brett) **92**:692–702
—— Report of Committee on Relations of, to Public Schools (J. C. Dana, and others) **98**:1006–7; **99**:452–529
—— School reading thru the (M. L. Jones) **99**:1143–48
—— and the public school (C. B. Gilbert) **03**:948–53; **06**:224–28; **Lib. Adm., 06**: 14–18
Public library work for public schools (E. C. Doren) **03**:943–48
Public opinion, Education of (C. R. Skinner) **95**:126–33
—— and good schools (J. K. Stableton) **03**:228–33; Discussion: W. W. Chalmers, H. V. Hotchkiss, R. A. Ogg, W. S. Rowe, 233–35
Public press, The school board and the (E. J. Fifield) **99**:1131–34
Public school, The American (S. L. Woodford) **96**:158–61

Public school as a social center (CORA S. BROWN) **01**:888–89

——Functions of the (W. H. PAYNE) **87**: 265–66; (W. T. HARRIS) 267–69; (F. L. SOLDAN) 270–77; Analysis, 277–78; Discussion, 278–81

—— in American history **89**:161–65

—— Influence of the, nationally and internationally (G. M. GRANT) **91**:244–54

—— Music in the, a means of culture in the community (L. ROBINSON) **04**:692–95

—— The practice school as a (E. A. SHELDON) **96**:651–59

—— The public library and the, **06**:224–28; Bibliographical references, 225–27; **Lib. Adm., 06**:14–18

—— Should the scope of the, be broadened to take in all children capable of education? (M. C. GREENE) **03**:998–1003; Discussion: W. E. Fernald, E. Le Garde, J. T. Prince, T. D. Wood, 1003–6

—— True function of the (R. E. SEARS) **97**:983–87; Discussion: W. H. Bennett, A. Houtkamp, W. N. Sheats, P. N. Siegler, B. R. Vineyard, and others, 987–88

—— What shall it do for the commercial student and the business man? (H. M. ROWE) **02**:655–60; Discussion: H. E. Dann, C. G. Pearse, 660

Public school and civil-service reform (G. W. CURTIS) **91**:481–93

Public-school education, Woman's part in (Mrs. SARAH E. HYRE) **06**:51–58

Public-school plant, The full utilization of a (C. W. ELIOT) **03**:241–47

Public-school system; Inaugural address (M. A. NEWELL) **77**:6–15

—— To what extent can a, be improved by legislation? (L. E. WOLFE) **92**:198–204; Discussion, 204–7

Public-school work, Means of increasing the efficiency of our; I. Providing better teachers (J. W. CARR) **05**:180–84; II. Adequate leadership (C. G. PEARSE) 184–87; Discussion: C. F. Carroll, 188–89; III. Changing the view-point (W. I. CRANE) 190–94; Discussion: J. F. Keating, G. H. Martin, 195

Public schools, Art education in the (J. MACALISTER) **91**:456–66

—— Civil-service reform and the (H. R. WAITE) **85**:122–37

—— Claims of business education to a place in our (J. H. FRANCIS) **99**:1008–15

—— Color in (Mrs. M. D. HICKS) **94**:906–15

—— Connection between libraries and (S. S. GREEN) **98**:1009–11

—— Content and extent of music in (H. GRIGGS) **99**:977–80

—— Course of music in (A. J. GANTVOORT) **95**:785–88

—— Do our, meet reasonable expectations? (N. C. DOUGHERTY) **96**:75–86

—— Does art study concern the? (Mrs. M. D. HICKS) **93**:487–91

—— Economics in (G. GUNTON) **01**:131–37

—— Effect of moral education in the, upon the civic life of the community (W. O. THOMPSON) **06**:42–49; Discussion, 49–51

—— Elementary music in our (J. H. ELWOOD) **88**:651–58

—— Examination for promotion in (W. DEW. HYDE) +**89**:229–36

—— Geographical phase of nature study in the (J. W. REDWAY) **1900**:411–16

—— Legal status of (A. S. DRAPER) **89**: 180–89

—— Management of city systems (J. L. PICKARD) **83**:69–78

—— Means afforded by, for moral and religious training (T. A. MOTT) **06**:35–42

—— Medical inspection in (Dr. W. S. CHRISTOPHER) **01**:236–38

—— Modeling in (Mrs. E. M. KENT) **94**: 915–24

—— Moral and literary training in the (J. B. PEASLEE) **81**:104–17

—— Music as a study in (J. MISCHKA) **96**: 730–35

—— Music in the, from the director's standpoint (O. E. MCFADON) **89**:695–700

—— —— What it is and what it ought to be (A. J. GANTVOORT) **92**:524–30

—— Musical instruction in the (E. O. SILVER) **89**:684–93

—— Nature-study in the (D. LANGE) **1900**:404–11

—— Outlines of a course of study in drawing for, **84** pt. II:359–61

—— Physical training in (N. D. KIMBERLIN) **95**:946–48

—— The preparation of commercial teachers for the (B. H. MEYER) **02**:669–74

—— Purpose of music study in the (F. TREUDLEY) **95**:771–77

—— Reading lists for, how prepared and how used effectively (S. WILLIAMS) **98**: 1022–26

—— —— for lower grades of (F. A. HUTCHINS) **98**:1016–22

—— Relation of nature-study to drawing in the (J. M. STONE) **1900**:524–30

—— Relation of normal schools to (E. O. LYTE) **95**:973–79

—— The relation of our, to the general government (H. W. Blair) +87:179–87

—— Relations of public libraries to (J. C. Dana) 98:1006–7

—— Should music in the, be taught from the song to the exercise? (C. H. Congdon) 1900:537–41

—— Some reasons why drawing should be taught in our (L. S. Thompson) 77:40–53

—— Study of English in the (A. P. Marble) 94:279–88.

—— Study of social economy in [abstract] (M. Kirby) 77:82–86

—— Supervision of form-study and drawing in (W. S. Goodnough) 91:776–86

—— Teaching of music in, 03:695, 699

—— Teaching trades in connection with the (C. F. Warner) 1900:492–95

—— Technical and art education in, as elements of culture (F. Adler) 84 pt. II:308–18

—— Vocal music in the (T. H. Brand) 85:376–83

Public sentiment in favor of education, What can be done to arouse? (H. Sabin) 87:238–44

Public speaking, Educational value of training in (T. C. Trueblood) 02:133–39; Discussion: C. G. Pearse, 140–44

—— in the American college (H. A. Frink) 92:383–93; Discussion, 377–78

—— Relation and possibilities of high-school training to (F. S. Fosdick) 94:773–81

Publication Committee, Appointment of, 59:20; 60:18; 71:232; 73:272; 80:253; 82:xxix; 83:xxii; 84:24; 88:29; 89:31

—— authorized to abridge papers, 77:283

—— Circular of, offering the *Proceedings* for sale, 82:xxxi

—— Duties of, defined, 70:217

—— Explanatory note, 70:4; 74:ii; 75:ii; 76:ii; 77:ii; 79:ii; 80:ii; 81:ii; 82:ii

—— instructed to place a copy of J. D. Philbrick's paper on the Bureau of Education on desk of each senator and representative, 79:56

—— Report of, 63:27; 64:131, 141; 65:211; 66:3–4; 71:232; 73:271–72; 74:292–93; 75:115; 76:306–7; 77:286; 80:252, 254

—— Resolution on publishing *Proceedings*, 69:6; 70:199; not to receive aid from school-book publishers, 69:16; Subscription for publishing papers, 70:142; 76:71–72

Publishing houses, Resolutions of representatives of, 69:16–17

Pueblo Indian, The future of the (Mary Dissette) 01:921

Pulsifer, W. E., Discussion on Music as a means of discipline and culture, 92:519–20

Punishment as seen by children (E. Barnes) 95:914–24

Pupil as a social factor (E. Barnes) 96:184–89

Pupil teacher, Relation of the library to the (M. L. Jones) 99:488–98

Pupils: classification, examination, and promotion (H. S. Jones) 86:276–82

—— How the school strengthens the individuality of the (W. T. Harris) 02:118–25

—— How to interest (R. D. Rickoff) 79:186–90

—— Physical deterioration of, resulting from school life (J. H. Kellogg) 96:899–911

—— should be classified according to ability (F. J. Barnard) 99:163–70

Pupils' defective hearing (E. Cutter) 94:947–52

Purdue University, Lafayette, Ind., Art and industrial exhibit of, 84 pt. I:95–96

Purdy, H. S., Discussion on High-school assistants, 97:660

Purpose of teaching music in the public schools (S. W. Cole) 03:695–99; (M. Macskimmon) 03:699–700

Putnam, Mrs. Alice H.—Froebel's message to parents, 89:473–78; How Froebel planned to foster the child's powers in language, 02:417–21; Reading and writing in the kindergarten, 93:327–28; Work and play in the kindergarten, 01:502–7; Discussions on: Froebel and child's language, 02:424; Work and play, 01:522, 523

Putnam, Daniel, Round-Table Discussion on Psychology and child-study in normal schools, 02:239–42

Putnam, Dr. Helen C., Discussion on Health of school children, 03:776–78

Putney, C. C., Discussion on State or city supervision of private schools, 93:193

Putt, W. A., Discussions on: Correlation of music with other branches of the school curriculum, 05:642–44; Some type forms in the teaching of music, 05:666–67

Q

Qualification and supply of teachers for city public schools (W. E. Anderson) 91:422–30

Qualification of teachers, Report of Committee on, **91**:388

Qualifications of commercial teachers (W. C. STEVENSON) **05**:671–74

—— of principals (J. M. GREENWOOD) +**89**:209–16

—— of teachers, How shall the, be determined? (A. S. DRAPER) +**88**:58–66; Discussion: R. K. Buehrle, E. E. Higbee, D. L. Kiehle, 66–69

—— —— How to improve the (W. T. HARRIS) +**82**:98–105

QUARLES, CHARLES.—Address of welcome: School administration, **97**:960–63

Questioning, The art of (J. M. GREENWOOD) **87**:101–6

Questionnaire methods of child-study (W. G. CHAMBERS) **04**:762–70

Questions of the Committee on the Report of a plan of elementary education, **98**:341–43

Quincy method, The, **80**:49, 73–75

QUINTON, Mrs. AMELIA S.—Indian education and methods of instruction, **05**:947–48

Quo vadis? school board (W. G. BRUCE) **99**:1125–31

Quo vadimus? (Mrs. H. L. GRENFELL) **99**:99–106

R

RAAB, HENRY A.—Primary education, **83**:13–24; Rural-school problem, **92**:571–78; Discussion on Grading of rural schools, **94**:367

Raab, Henry A., *In memoriam*, **01**:931–32

Race characteristics in Jamaica (G. W. HICKS) **93**:272–73

Race problem, Education and the (J. C. PRICE) **90**:267–76

—— General statement (A. A. GUNBY) **90**:254–66

—— in civilization (H. W. BLAIR) **90**:276–85

Races, Coeducation of the (C. S. YOUNG) +**86**:96–104

Racial traits in the group activity of children (C. C. VAN LIEW) **99**:1057–63

RADDATZ, C. F.—German spelling reform, **77**:122–38; Discussion on Teaching modern languages, **76**:127–28

Railway rates for students, Report of Committee on, **87**:445–47

Ralston, J. M., Address of welcome, **94**:49

RAMABAI, PUNDITA.—A new plan for the education of Hindoo women, **88**:665–67

Ramsey, C. C., Discussions on: Biological science and education, **98**:176, 177; Literature, **98**:690; Professional spirit in teachers, **94**:764; Social basis of conscience, **98**:201; Studies as constants, **98**:708; Supervision of individual students, **96**:601; Supervision of private schools, **93**:190; Teacher as an expert, **94**:868, 870; Training of the high-school teacher, **94**:787–88

RANDALL, C. D.—Education of dependent children, +**80**:19–30

Rank of state institutions for deaf, blind, and feeble-minded, **05**:912–13

Rankin, A. W., Discussions on: Essential kindergarten principles, **94**:701; The kindergarten and public schools, **94**:490–91; Librarians and books, **97**:1029–30; Use and danger of method, **02**:447

RANSOM, FRANCES E.—Response and presidential address; Art Department, **1900**:507–9; Discussion on Art education in high and normal schools, **99**:959–61

Rapid calculation, business practice, and higher accounting (S. H. GOODYEAR) **97**:804–7

Rapid reading in teaching a modern language (W. E. JOHNSON) **04**:528–31

Rassweiler, John R., *In memoriam* (E. C. HEWETT) **99**:246

Rational psychology for teachers (W. T. HARRIS) **98**:570–74

Ratliff, Russell, The Indian boy should improve the allotment the government has given him, **01**:920

RAUSCHENBERGER, W. G.—Address of welcome, **97**:41

Ravenhill, A. R., Discussion on Domestic science, **01**:587

RAYMOND, BRADFORD PAUL.—Education and citizenship, **92**:394–98; Undergraduate life of American students, **93**:142–45

RAYMOND, JEROME H.—Continuous university sessions, **99**:819–26; Discussion on Continuous sessions, **99**:827

Rayson, Amy, Discussion on Algebra or geometry first, **93**:223

READ, DANIEL.—Educational tendencies and progress of the past thirty years, **58**:19–34; President's address, Department of Higher Instruction, **74**:149–52; Report on College degrees, **71**:206–8; Discussions on: Building of a brain, **74**:134; Normal-school course, **70**:25–26; Pronunciation of Latin and Greek, **71**:204; Upper schools, **73**:37–42

Reading, Choice of, for the early adolescent years (S. F. CHASE) **98**:1011–14

—— Definition of, **77**:177

—— First steps in teaching [abstract] (E. E. WHITE) **71**:91–93

—— The habit of (C. G. EDWARDS) +**84**:170–73; (J. O. WILSON) +**84**:173–75

—— How to acquire a taste for good (E. SKINNER) **99**:1148–50

—— How to direct children in their (M. E. SCHREIBER) **1900**:636–43
—— Hygiene of, **92**:687–89
—— in the first school year (Mrs. A. W. COOLEY) **05**:393–95; Discussion: M. J. Brady, W. E. Crosly, Mr. Prentiss, J. F. Reigart, 395–97
—— Intelligent, **74**:276; **75**:162; **81**:107; +**81**:31; +**82**:82; +**83**:42; **84** pt. II:232, 234; **95**:559
—— Pernicious, **81**:115; Resolution on publication of, **85**:21
—— Phonetic system with pronouncing orthography (E. LEIGH) **73**:207–19; (W. M. BRYANT) **73**:262–70; +**79**:174
—— Rational method, **94**:720–21
—— Relation of drawing to first year (A. G. GIBSON) **05**:397
—— Relation of writing to (F. B. GRIFFITHS) **05**:397–98
—— Shall reading and writing be taught in the kindergarten? (Mrs. A. H. PUTNAM) **93**:327–28
—— Some association tracks involved in (T. M. BALLIET) **93**:756–60; Discussion 760–62
—— Supplementary (G. J. LUCKEY) +**84**:166–70; (R. C. METCALF) **99**:466–72
—— Synthetic sound method (F. B. GAULT) **91**:572–81
—— Teaching (G. L. FARNHAM) **73**:199–207; **80**:120, 121
—— Use of skilled methods for economizing of time, **95**:454–56
Reading and writing, Psychology of (R. MACDOUGALL) **05**:399–405
Reading books, **88**:63; **95**:292
—— Defects of, **72**:162; **92**:156, 771
—— French, **85**:545
—— Newspapers as, **82**:201; **92**:154
—— What should be used for, **74**:288; **81**:110; +**81**:32; **82**:200; +**89**:246; **94**:289, 336, 429; **95**:106, 271, 478
—— What they should be, **77**:180; **88**:309
Reading circle, The teachers', in education (Mrs. D. L. WILLIAMS) **1900**:325–27
Reading circles for teachers (J. ALLEN) +**86**:93–96
—— Growth and benefits of (H. M. SKINNER) +**86**:152–60
—— Resolution on, **85**:21
Reading exercise, What to accomplish in the (E. O. VAILE) **80**:203–10
Reading lists (S. WILLIAMS) **99**:457–66; 481–88
—— for public schools (S. WILLIAMS) **98**:1022–26; Discussion: M. Avery, S. S. Green, R. Hardy, L. D. Harvey, F. A. Hutchins, J. H. Van Sickle, S. Williams, Miss Woodard, 1026–28
Reading method, The, in teaching, **99**:722
Readjustment of the high-school curriculum (E. W. COY) **03**:177–83
Real problem of the teacher of mathematics, The (H. E. COBB) **04**:518–19
Reality, What place should, hold in philosophy? (J. MCCOSH) **93**:682–86
Realschule, The German, **77**:79
Reasoning of children, **85**:504
Recent International Congress at Liège (W. S. MONROE) **06**:351–55
Recent progress in school administration (W. G. BRUCE) **05**:828–31
Recent progress in school architecture (D. SEYMOUR) **05**:836–42
Recent reaction in France against Rousseau's negation of society in education (ANNA T. SMITH) **02**:383–86
Recess, Report of Committee on, **84** pt. III:9–12; Second report, **85**:414–26; Discussion, 426–28; (W. T. Harris) +**84**:59–66; **91**:357; **95**:910; **96**:377; No recess (S. A. ELLIS) +**84**:66–74; **92**:371
Reciprocity in licensing teachers (R. C. BARRETT) **02**:299–305
Recitation (G. HOWLAND) **89**:240–53; (A. R. Taylor) **90**:744–49; What moral uses it may be made to subserve (A. KIRK) **71**:67–77
—— How to make the, teach the pupil to prepare his lesson (W. T. HARRIS) **06**:341–51
Reconstruction, Education as an element in (J. P. WICKERSHAM) **65**:233–97
REDWAY, JACQUES W.—Influence of environment on the development of United States history, **98**:139–49; Discussion on Geography, **03**:155–57
REED, A. A.—English in the grades, **1900**:416–21
Reed, Daniel, Discussion on a National university, **73**:120–22
REEL, ESTELLE.—Policies of the Commissioner of Indian Affairs, **05**:931–33; What not to do, **97**:151–54
Reference books, Practical use of (M. W. HINMAN) **80**:194–203
—— What, and how to use, **06**:229–31; **Lib. Adm.**, **06**:19–21
Reference work, The A B C of (W. I. FLETCHER) **01**:847–49
Reform in school administration (J. W. ERRANT) **97**:966–71
Reform school, Between day school and (CARROLL G. PEARSE) **98**:270–72
Reform schools, Ohio, **75**:47

Reform societies for children, **75**:185

Rehabilitation of philosophy in Germany (H. SCHWARTZ) **06**:420–30

REIGART, J. F.—*In memoriam* Edward R. Shaw, **03**:374–76; Discussions on: First-year reading, **05**:395–96; Kindergarten methods, **05**:360–62

REIN, WILHELM.—His practice school at Jena and its lessons for American normal schools (J. W. HALL) **96**:644–49

Reincorporation of N. E. A., Memorandum concerning, **06**:19–20

REINHARDT, ANNA C.—What has been done with one deaf child in his own home, **05**:900–3

Reinhart, J. A., Discussion on Improvement of teachers in schools, **94**:454–55

Relation of drawing to first-year reading (A. G. GIBSON) **05**:397

Relation of music to life (T. W. SURETTE) **01**:181–88

Relation of public libraries to public schools (SHERMAN WILLIAMS) **99**:270–75; Discussion: A. Allin, E. Bouton, G. Griffith, 275–76

Relation of the church to higher education in the United States (E. J. JAMES) **04**:68–83

Relation of the grade teacher to music instruction in the public schools (C. A. FULMER) **05**:650–54; Discussion: C. H. Congdon, J. E. Crane, S. B. Davis, P. G. Fithian, J. A. Foshay, A. J. Gantvoort, H. Griggs, C. I. Rice, N. C. Stewart, Mrs. Thomas, 654–57

Relation of the home to the wayward child (O. CHRISMAN) **04**:800–1

Relation of the library to the pupil teacher (M. L. JONES) **99**: 488–98

Relation of the school board to the people (Mrs. A. B. WILES) **97**:974–82

Relation of the school to libraries (C. A. MCMURRY) **99**:472–86

Relation of writing to reading (F. B. GRIFFITHS) **05**:397

Relations of citizens and teachers (IDA C. BENDER) **97**:248–53; Discussion: R. H. Halsey, E. B. Prettyman, J. A. Shawan, **97**:257–61

Relation of Public Libraries to Public Schools, Report of Committee on (J. C. DANA and others) **98**:1006–7; **99**:452–529

Relations of the heads of departments to training schools (D. FELMLEY) **02**:530–34

Religion, Contributions of modern education to (G. A. COE) **03**:341–45

Religious and moral education, List of articles on, 1859 to 1906, **06**:715–16

Religious education in public schools (W. T. HARRIS) **03**:351–60; Discussion: N. C. Schaeffer, J. M. Greenwood, C. G. Pearse, and others, 360–64

Religious education, Influence of, on the motives of conduct (Rev. E. A. PACE) **03**:346–51

Religious element in the formation of character (Rt. Rev. GEORGE MONTGOMERY) **99**:121–27

Religious instruction in colleges (J. H. FAIRCHILD) +**70**:33–37; (J. W. STRONG) **87**:152–57

Religious instruction in schools, **63**:43; **70**:157; (A. D. MAYO) **80**:1–17; (E. E. WHITE) **93**:295–300; Discussion: G. P. Brown, Z. Richards, 300–1; **94**:482; Resolutions, **69**:23; +**70**:10

Religious intolerance, Teaching, **91**:675–77

Religious organizations, Contributions of, to the cause of education, **1900**:87–106

Religious services at the University of Virginia, attended by students, **74**:168–69

REMSEN, IRA.—College chemistry and its relation to preparatory work [abstract] **03**:872; Report of joint session of the Conferences on Physics, Natural History, and Geography, **Com. Ten, 94**:123; Report of Physics, Chemistry, and Astronomy Conference, **Com. Ten, 94**:117–21

Report of Advisory Committee on Simplification of spelling (W. H. MAXWELL) **05**:281–86

Report of Committee of Nine (J. R. BISHOP) **04**:730–36

Report of Committee of Twelve on Rural Schools (HENRY SABIN) **97**:385–99; of Subcommittee on School Maintenance (B. A. HINSDALE) 399–434; of Subcommittee on Supervision (L. B. EVANS) 434–56; of Subcommittee on Supply of Teachers (C. C. ROUNDS) 456–73; of Subcommittee on Instruction and Discipline (W. T. HARRIS) 473–91; (A. B. POLAND) 491; (L. E. WOLFE) 491–98; Appendix A—S, 498–583

Report of Committee on Accredited Schools (G. N. CARMAN) **02**:500–3

Report of Committee on Amended Spelling (R. K. BUEHRLE) **99**:352–54

Report of Committee on Elementary Art education (L. S. THOMPSON) **02**:594–614; Resolution, 595; General reflections, 596; What is art education? 597; Limitations of subject, 597–98; Form as basis of space arts, 598–601; Suggested outline of course for graded schools, 601–8; For ungraded schools, 608–10; Appendix A, 610; B, 611; C, 612

Report of Committee on Interstate Recognition of High-Grade Teachers' Certificates, **05**:240–41

Report of Committee on Relations of Federal Government to Public Education, +75:79

Report of Committee on Relations of Public Libraries to Public Schools, (J. C. DANA) 98:1006–7; 99:452–529

Report of Committee on Resolutions on School hygiene, and Dr. Bell's paper, +72:81

Report of Committee on Secret Fraternities (G. B. MORRISON) 05:445–51

Report of Committee on Statistics of Defective Sight and Hearing of Public-School Children (F. W. BOOTH) 03:1036–37; 04:946–52

Report of Committee on Study of Music in the Eight Grades (PHILIP C. HAYDEN) 05:667–68

Report of Committee on Uniform Financial Reports (C. G. PEARSE) 99:344–52

Report of Conference of co-operative committees on A high-school music course, 04:702–7

Report of Round-Table Conference on Curriculum of commercial education, 03:750–52

Report of Science Department Committee on Physics Courses (F. M. GILLEY) 05:815–25

Report of Subcommittee on Relation of Libraries to Normal Schools (M. LOUISE JONES) 99:488–98

Report on The educational progress of the year (H. J. ROGERS) 05:286–320

Reports on Manual-training work as shown by exhibits: I. Teachers' College, New York City (MARY B. HYDE) 04:603–5; II. Indianapolis, Ind. (LOUIS A. BACON) 605–7; III. Pacific coast (ELLA V. DOBBS) 607–10; IV. New York City (C. A. MELENEY) 610–12; V. Bradley Polytechnic Institute, Peoria, Ill. (C. A. BENNETT) 612–13

Republic, Education and the (A. S. COLYAR) 89:311–28

Republic of France, The, a nation of art, (J. MARDUEL) 04:643–48

Requirements for actual business (G. A. BOOTH) 02:675–79; Discussion: T. P. Twiggs, 679–81

Requirements for admission to college, Uniformity in (J. H. BAKER) 91:306–16; Discussion, 317–23; Report of Committee on, 91:694–95

—— —— List of articles on, 1890 to 1905, 06:672

Requirements for physical education in our public schools (H. HARTUNG) 02:745–54

Reservation day school the prime factor in Indian education (C. C. COVEY) 01:900–1

Reservation schools, Transfer of pupils (J. C. HART) 01:916

Resolution on Executive Committee for Centennial Exposition, +75:59; Discussion, 59–60; Report of Committee of Conference, +75:108–10

Resolutions, Committee on, 59:10; 60:7; 63:40; 64:142; 65:222; 66:8; 68:27; 69:5; 70:96; 71:15; 72:27; 73:7; 74:9; 75:16; 76:47; 77:23; 79:28; 80:24; 81:87; 82:ix; 83:viii; 84:pt. 1:10; 85:3; 86:10; 87:24; 88:22; 89:23; 90:22; 91:23; 92:23; 94:30; 95:20; 96:20; 97:22; 98:23; 99:23; 1900:21; 01:21; 02:22; 03:21; 04:23; 05:22

—— Report, 58:12; 59:12; 60:14; 63:45; 64:144; 65:224; 66:14; 68:37, 38; 69:23–24; 70:213; 71:87; 72:107–9; 73:91–92; 74:138–39; 75:96; 76:72–73; 77:67–68; 79:98–99; 80:156–57; 81:159, 164, 175–77; 82:xvii–xviii; 83:ix–xi; 84:pt. 1:14; 85; 19–22, 24; 86:16–17; 87:46–47; 88:39–40; 89:37–38; 90:39–40; 91:37–41; 92:245–49; 94:34–36; 95:31–35; 96:27–30; 97:28–29; 98:34–36; 99:31–32; 1900:31–33; 01:27–30; 02:26–29; 03:29–31; 04:30–31; 05:42–44

—— of gratification at second meeting N. T. A., 59:12

—— on National aid to education in District of Columbia, +74:71

—— on Public schools and Bureau of Education, 65:220

Retrospective and prospective school administrations (B. F. HUNSICKER) 04:897–901

REVELEY, ELLEN G.—Enriching the course in the elementary schools, first to fourth grades, 94:418–28; Place of the city training school, 91:727–32; Discussion on Training of teachers, 95:256

Rexford, Elson I., Address of welcome, 91:65–66

REYNOLDS, ALICE E.—The assistant to the superintendent, his functions, and methods of work, 04:264–71

Reynolds, Mabel M., Discussion on Normal-school and district-school libraries, 04:923–24

Rhetoric and public speaking in the American college (H. A. FRINK) 92:383–93

Rhoads, McHenry, Discussion on Democracy, and education, 98:260–63

Rhode Island Institute of Instruction, 06:514

Rhodes scholarships, Oxford University and the (W. T. HARRIS) 03:263–77

Rhythm as an art principle (H. RICE) 01:692–95

Rhythm, Development of (S. L. BYINGTON) **97**:774–77
—— in education (G. S. HALL) **94**:84–85
—— in the kindergarten (E. R. LINDGREN) **01**:532–38; Discussion: C. H. Keyes, 538–39
Rice, A. H., Remarks of welcome, **72**:110–11
Rice, C. I., Discussion on Grade teacher and music, **05**:656
RICE, HARRIETTE.—Rhythm as an art principle, **01**:692–95
RICE, J. M.—Substitution of the teacher for the textbook, **95**:562–69
RICE, WILLIAM NORTH.—Proper scope of geological teaching in the high school and academy [abstract] **03**:853–56
Rich, Ezekiel, Experience in teaching manual training, **83**:41–45
RICHARDS, ARTHUR W.—From the practical to the intellectual in the shop, **02**:550–58
Richards, Rev. C. H., Prayer, **84** pt. II:17
RICHARDS, CHARLES R.—How early may handwork be made a part of school work? **01**:100–7; Some practical problems in manual training, **03**:278–85; Discussions on: Handicraft, **01**:656; Trades, **01**:673–76
RICHARDS, Mrs. ELLEN H.—Domestic science as a synthetic study for girls, **98**:766–73
RICHARDS, JOSEPHINE E.—Training of the Indian girl as the uplifter of the home [abstract] **1900**:701–5
RICHARDS, R. H.—Shop work and drawing as means of developing slow pupils, **93**:567–69; Discussion on Technological schools, **93**:549–50
RICHARDS, ZALMON.—Address, **86**:66–67; Agency of the Association in elevating the character and advancing the interests of the profession, **58**:35–45; English language in elementary schools, **77**:175–79; Historical sketch of the National Educational Association, **91**:118–33; Language as an educator, **85**:322–29; Memorial remarks, **92**:605; Moral training in elementary schools, **92**:317–23; Phonetic alphabet, **60**:46–54; Relation of industrial to intellectual and moral training, **88**:563–69; Remarks on Centennial Exposition, +**75**:68; The teacher as artist, **63**:69–80; Voice culture in primary and elementary schools, **91**:606–14; Discussions on: Academic and professional training, **89**:401–2; Compulsory education, **91**:299; Constitution (N. T. A.) **70**:101; Economy in education, **95**:453–54, 458; Ethical culture in higher education, **92**:117; Grammar, **70**:167; Improvement of teachers in schools, **94**:456; Industrial education, +**75**: 91–92; Instruction of teachers, **70**:34; Kindergarten, **77**:216; Literature, **88**:98; Manual training, **88**:563; Moral instruction, **95**:445; Normal education, **89**:401; **92**:787; Object teaching, **72**:131; Parochial schools, **58**:9; Physical education, **91**:356; Place of literature in common-school education, **88**:98–99; Recess, +**84**:75; Religion in the school, **93**:300; Spelling reform, **91**:160–61; State supervision, **90**:445–46; Union of oral and book teaching, **87**:372
Richards, Zalmon, *In memoriam* (J. O. WILSON) **1900**:713–15
Richardson, A. C., Discussion on Translations from Greek and Latin, **96**:572
Richardson, F. B., Discussion on College-entrance requirements too high, **97**:661
RICHARDSON, GEORGE MANN.—Science in the high school, **99**:1113–17
Richardson, H. H., the architect, **85**:104–5
Richeson, J., Discussions on: English, **04**:509; European history, **02**:480; Freedom of the teacher, **03**:176; Use and danger of method, **02**:447; Work of the superintendent in small cities, **01**:282
RICHMAN, JULIA.—The immigrant child, **05**:113–21; The incorrigible child, **06**:158–73
RICHMOND, SARAH E.—*In memoriam* M. Alexander Newell, **94**:234–36
RICKOFF, ANDREW JACKSON.—Educational propaganda, **91**:209–11; Examination and certification of teachers, +**87**:46–58; A national bureau of education, **65**:299–310; Readjustment of common-school studies necessary, **79**:40–49; Discussion **80**:127; School hours for children under ten, **73**:241–43; Schoolhouse plans, **73**:244–47*; Discussions on: City normal schools, **91**:329; Education of the negro, **90**:518–19; Manual training, **89**:617; Place of the city training school, **91**:733
Rickoff, Andrew Jackson, *In memoriam*, **99**:247–48
RICKOFF, Mrs. REBECCA D.—Education of the negro, **90**:519–20; First school days, **79**:183–90; Discussions on: Good literature, **87**:537–38; Manual training, **87**:227–30; Oral reading, **80**:211; Union of oral and book teaching, **87**:373
Rickoff, Mrs. Rebecca D., *In memoriam* (B. A. DUTTON) **98**: 286–88
Ridge, John Cyrus, *In memoriam*, **01**:932
Ridgley, D. C., Discussion on Geography, **04**:588–90
Riehl, Alois, Sketch of (H. SCHWARTZ) **06**:424
RIGGS, A. L. —Education of Indians, **84**:181–83

Right methods of studying history and geography by children (F. M. McMurry) **05**:391–93

Rights of boys and girls in music education (N. C. Stewart) **01**:718–20

Riley, Mrs. Matilda Evans.—Art education for the people at the Louisiana Purchase Exposition, **04**:654–58; Methods of teaching drawing, **95**:859–61

Ritschl, Friedrich.—The Bonn Philological Seminary, **82**:97–100

Rivers, R. H.—Moral training, **77**:180–85

Rivers, W. J.—History of the South Carolina College, **76**:91–97

Rix, Frank R.—Some features of music instruction in the schools of New York City, **05**:657–62

Roads, country, Country schools and (Roy Stone) **96**:198–200

Robbins, George A.—Report of Committee on Hindrances and Helps to Manual Training and Industrial Education, **98**:779–86

Roberts, H. L., Discussion on Agriculture in rural communities, **02**:224

Robertson, Agnes.—School libraries in the rural districts, **02**:818–24

Robertson, Alice.—Education of the Indian should be adapted to his needs, **02**:868–69

Robinson, Albert R.—Industrial education a necessity of the times, **95**:741–46; Discussion on Studies as constants, **98**:708

Robinson, E. V.—History for secondary schools, **97**:679–83; Discussions on: Accredited schools, **02**:503; European history, **02**:481; Secondary education, **03**:445

Robinson, Lucy.—Music in the public schools a means of culture in the community, **04**:692–95

Robinson, Oscar D.—Should electives in high schools be by courses or subjects? **95**:586–91; Discussions on: Report of Committee of Ten, **94**:663; Supervision of individual students, **96**:599, 600

Robinson, W. E.—Truants and incorrigibles, **94**:549–53

Robinson Crusoe, **95**:341, 344

Robson, F. H., Discussion on Twelve-year course of study, **05**:433

Roche (Mayor of Chicago) Address of welcome, **87**:51–53

Rockefeller, John D., Gift of, to General Education Board, **06**:491; Larger gifts of, to higher education, 493–94

Rockwood, George H., Discussion on Correlation of high-school and grammar-grade work, **01**:287–88

Roe, Alvin D., Discussion on Relation of edcuation to crime, **75**:123–24

Rogers, A. C.—What Minnesota is doing for her feeble-minded and epileptics, **02**:845

Rogers, C. P., *In memoriam* (H. Sabin) **98**:293–94

Rogers, F. L., Discussion on English, **04**:509

Rogers, Frank K.—An all-round mechanical training for Indians [abstract] **01**:909–10; The teaching of trades to the Indian, **1900**:698–701

Rogers, Henry Wade.—State supervision of degree-conferring institutions, **97**:701–8

Rogers, Howard J.—Address of welcome, **04**:53, 967; Education at the Paris Exposition, 1900, **01**:201–9; Education at the Universal Exposition: From the view-point of the Chief of the Department, **04**:179–83; The foreign educational exhibits at the St. Louis Exposition, **05**:161–67; Lessons of the educational exhibits at Paris in 1900, **01**:447–54; The lessons of the Exposition, **04**:447–54; The lessons of the Extion, **04**:35–49; Plans for the U. S. Educational Exhibit at Paris in 1900, **99**:252–54; Report on the educational progress of the year, **05**:286–320; The U. S. [Educational] Exhibit at Paris in 1900, **99**:106–11

Rogers, William O.—Address Education Day at New Orleans, +**85**:120–23

Rollins, G. W., Discussion on Secondary education, **03**:446

Rollins, James S., Letter and resolutions on Public lands, **81**:66–68; *In memoriam*, **88**:682–84

Rondinella, L. F., Discussion on Woodwork in grammar grades, **94**:277–78

Rood, Wilbur Vernon, *In memoriam*, **99**:248

Room libraries (M. Kaltenbach) **97**:1021–25

Roosevelt, Theodore.—Address, **05**:146–50; Response to (John R. Kirk) 150–51; (Katherine D. Blake) 152

Root, Frederic W.—Opening remarks, Department Congress of Instruction in Vocal Music, **93**:510; Voice-training, **87**:621–29

Root, Oren, Jr., Discussions on: Culture in free schools, **73**:59; National University, 130

Roots, Benaiah G., *In memoriam* (E. A. Gastman) **89**:49–51

Rose, W.—Herbert Spencer as a philosopher, **04**:231–35

Rosling, Eric Edward.—Employment and dismissal of teachers, **99**:1118–23

Ross, Denman Waldo.—The teaching of art, **03**:666–70

Ross, George W.—Address of welcome, **91**:61–63; **93**:40–43; Educational system in Ontario, **91**:143–48; Discussion on Professional work in normal schools, **91**:726

Ross, John W., Address of welcome, **98**:43–44

Ross, Matilda H., *In memoriam*, **90**:44

Rossi, Egisto.—Public instruction in Italy, **93**:907–11

Rossington, W. H., Address of welcome, **86**:56–61

Rote-singing in the public schools: practice *versus* theory (W. A. Hodgdon) **04**:685–92

Rothwell, W. R., Discussion on College electives, **95**:661

Round-Table Conference on Simplified spelling, **06**:33, 148–58

Round-Table conferences, **91**:829–35; **92**:545–57; Committee to organize, **92**:35; Report of, **94**:29;

Round-Table conferences, *see also* Round Tables

Round-Table discussions, *see also* Round Tables

Round Tables:

Ancient languages and English, **96**:563–74; **02**:462–67; **03**:470–76; **05**:470–74
Apperception, **92**:805–6
Art Department, **95**:859–61; **05**:603–12
Biology, **02**:468–70
Botany conference, **01**:582–84
Chemistry conference, **01**:595–98
Child-study, **97**:278–97
Child-Study Department, **04**:791–802
City superintendents, **99**:369–79; **01**:276–92; **02**:230–39; **03**:224–40; **04**:322–32; **05**:241–53; **06**:117–32
College-entrance requirements, **97**:309–16
Commercial studies conference, **01**:580–82
Domestic-science conference, **01**:586–88
Elementary education, **05**:387–98
English, **97**:684–94; **98**:691; **01**:578–79; **02**:483–85; **04**:502–10; **05**:454–60
High school as a social factor, **97**:694–99
History, **96**:586–88; **97**:670–83; **01**:599–601; **02**:478–83; **03**:484–86; **05**:460–66
Indian Department, **01**:892–93; **02**:881–92; **04**:982–95
Latin and Greek, **97**:660–70
Libraries, **97**:299–301
Mathematics, **96**:588–96; **02**:488–92; **03**:480–84; **04**:510–22; **05**:466–70
Modern foreign languages, **96**:575–86
Modern-language study, **04**:522–36; **05**:475–79
National Herbart Club, **95**:959–60
National teachers' certificates, **97**:297–98
Normal schools, **02**:239–47; **03**:219–24
Philosophy, **92**:545–57
Physical science, **02**:471–78
Physics conference, **01**:591–95
Physiology conference, **01**:602–4
Principals' **96**:597–604; **97**:655–60; **02**:485–88; **03**:476–79; **05**:452–54
Promotions in city schools, **92**:802–3;
Record of the proceedings of Science Department, **95**:952–58
Report on Influence of Herbart's doctrine, **95**:475–81
Report on The teaching of Latin in secondary schools, **92**:373
Secondary Education Department, **96**:563–604; **01**:578–604; **02**:462–92; **03**:470–86; **04**:502–36; **05**:452–79
Simplified spelling, **06**:148–58
State superintendents, **96**:391–92; **97**:301–9
State and county superintendents, **01**:293–94; **02**:222–30; **03**:214–19; **04**:306–22; **05**:236–41; **06**:132–48
Superintendence, Department of, **02**:298–305
Superintendents of large cities, **01**:276–79; of small cities, **01**:280–92; *see also* City superintendents, *above*
Training teachers, **01**:294–95; **02**:247–53
Uses of literature in elementary education, **92**:804
Zoölogy conference, **01**:584–86

Rounds, Agnes I.—Principles of method and common errors in teaching, **86**:538–45

Rounds, Charles Collins.—Attacks on normal schools, **77**:159–67; Lines of advance, **81**:14–21; Necessity of a normal school in a public system of instruction, **81**:199–201; Practice schools in connection with normal schools, **85**:429–36; Present ideals in educational journalism, **93**:810–11; Relation of the high school to the home, **97**:695; Report of Committee on Normal Education, **92**:781–84; Discussions on: Coeducation, **90**:343–44; Dogma of formal discipline, **94**:636; Graded system of normal schools, **71**:143; Incidental method of moral instruction, **96**:418; Librarians and books, **97**:1030; Moral instruction in elementary schools, **95**:444; Normal education, **92**:788; Phonetic reading, **71**:93; Professional work in a normal

school, **91**:725; Psychology and pedagogics, **87**:116–17; Report of the Committee of Ten, **94**:664–65; Teacher as an expert, **94**:869; Technical and liberal education, **94**:618; Training of teachers, **01**:644

Rounds, Dr. Charles Collins, *In memoriam* (HENRY SABIN) **02**:393–99; 898

Rousseau, Jean Jacques, and his *Émile* (W. H. PAYNE) **95**:116–23; Recent reaction in France against (A. T. SMITH) **02**:383–86

Row, R. K., Discussion on Vertical writing, **96**:548–51

ROWE, H. M.—Commercial branches in grammar and high schools, **1900**:562–66; Laws and ethics of business, duties of citizenship, and science of wealth, **97**:818–24; What shall the public school do for the commercial student and the business man? **02**:655–60; Discussion on Commercial studies, **01**:582

ROWE, STUART H.—The school and the child's physical development, **05**:742–49; Discussions on: High-school curriculum, **05**:533; Psychology of reading and writing, **05**:405

Rowe, W. S., Discussion on Good schools, **03**:233

ROYCE, JOSIAH.—Can psychology be founded on consciousness alone? **93**:687–92; The new psychology and the consulting psychologist, **98**:554–70; Social basis of conscience [abstract] **98**:196–99; Discussion, 201, 202, 203

RUANO, ALBERTO GOMEZ.—Varela and progress of education in Uruguay, **93**:56–58; Public schools of Uruguay, 58–60

RUFFNER, W. H.—Congress and the education of the people+**80**:73–82; Resolution on, 72: Moral element in primary education, **76**:39–46; Report and resolutions from the Committee on National Aid to Education, +**74**:52, 53–54; Discussion, 59

RUNKLE, JOHN D.—Address, Department Congress of Industrial and Manual Instruction, **93**:592–94; Russian system of mechanical art education, as applied in the Massachusetts Institute of Technology, **77**:231–35; School of Mechanic Arts, **82**:148; Discussion on Industrial education, **77**:222

Rural communities, Argument for industrial education in schools for, **Com. Indust.**, **05**:10–20

—— Instruction in the elements of agriculture in (L. D. HARVEY) **02**:222

—— Secondary schools of agriculture and domestic economy in, **Com. Indust.**, **05**:52–54

—— What in industrial education should be undertaken in schools for, **Com. Indust.**, **05**:20–23

Rural districts, School libraries in the (A. ROBERTSON) **02**:818–24

Rural education in the U. S., Some sociological factors in (B. A. HINSDALE) **96**:261–69; Discussion: L. B. Evans, W. W. Pendergast, and others, 270–78

Rural engineering, **Com. Indust.**, **05**:91–92

Rural high school, Industrial education in the, **Com. Indust.**, **05**:50

Rural-school architecture (J. W. OLSEN) **06**:141–48*

Rural-school problem (H. RAAB) **92**:571–78; Discussion: J. MacDonald, O. E. Wells, 578–82

Rural-school supervision (N. C. SCHAEFFER) **98**:576; [abstract] (N. C. Dougherty) **98**:576

Rural schools (C. R. SKINNER) **95**:1010–21; **05**:296

—— Agriculture in, in school years six to eight, **Com. Indust.**, **05**:44–46

—— Centralization of (L. D. BONEBRAKE) **01**:804–11

—— Classes of, **Com. Indust.**, **05**:23–24

—— Classification and instruction in (W. T. HARRIS) **97**:121–26

—— Consolidation of (W. K. FOWLER) **03**:919–29; (J. T. PRINCE) **03**:929–35

—— Discussion of Report on, **98**:575

—— Financial phase of the consolidation of (C. A. VAN MATRE) **02**:224–29

—— How to make a place for the industrial phase of education in, **Com. Indust.**, **05**:50–52

—— Increasing the efficiency of (A. LEFEVRE) **04**:309–13

—— Industrial course in the consolidated and agricultural high, and the agricultural college (W. M. HAYS) **Com. Indust.**, **05**:83–88

—— Industrial education in one-room **Com. Indust.**, **05**:24–44

—— Industrial training in (A. BAYLISS, **03**:185–93

—— Instruction and discipline in (R. G. BOONE) **98**:583–88

—— Intellectual needs of (D. L. KIEHLE) **97**:132–39

—— List of articles on, 1875 to 1905, **06**:716–17

—— List of books for, with small libraries, **98**:1017

—— Need of enhanced material support for (B. A. HINSDALE) **97**:113–21

—— Preparation of teachers for giving instruction in industrial work in, **Com. Indust.**, **05**:54–57

Rural schools, Progress in consolidation of (J. W. Olsen) 02:793–97
—— Reference list of printed articles on, 03:924–29
—— Report of the Committee of Twelve on, 97:385–99
—— Report of Committee on Investigating the Condition of, 95:47, 441
—— Report of Committee on State School Systems (H. Sabin) 95:459–71; Discussion, 472–74
—— Report on work of (A. Salisbury) 87:695–98
—— Salaries of teachers in ungraded, Com. Sal., 05:116–37
—— School gardens, city-school yards, and the surroundings of (O. T. Bright) 03: 77–85
—— Should they introduce agriculture, chemistry, agricultural botany, or arboriculture? (E. de Kovalevsky) 93:304–7
—— Supply of teachers for (J. W. Cook) 98:578–82; (C. B. Gilbert) 582–83
—— Surroundings of (C. R. Skinner) 03: 89–96
Rural schools of New Jersey, The graded system of the (A. B. Poland) 94:358–64
Rural teachers, Improvement of (S. S. Parr) 94:527–33; Discussion: J. E. Massey, J. R. Preston, 534–36
Rusk, J. M.—Address of welcome, 84:18
Russell, E. H.—How far may child psychology take the place of adult or rational psychology in the training of teachers? 04:571–75; Observation and experiment essential in pedagogical inquiry, 89:275–85
Russell, Eugene D.—Music as a subject to be counted for admission to college, 03:708–13
Russell, James E.—Criticism, what shall it be? [abstract] 02:247–49; The training of teachers for secondary schools, 99:285–96; 01:636–41; 02:247–49,253; Discussions on: College electives, 95: 657–58; College-entrance requirements, 97:315; Negro teachers, 1900:490; Training of teachers, 01:645
Russell, John Scott, defines technical education (quoted) 93:539
Russell, William.—Address to Philadelphia Convention, 1857, 06:518–20
Russell, William C.—Educated labor among our producing and manufacturing classes, 76:257–65
Russia, Manual training in (E. de Kovalevsky) 93:604–5
Russian system of manual training, Sloyd for elementary schools contrasted with the (G. Larsson) 93:599–603
Russian system of mechanical art education (J. D. Runkle) 77:231–35

S

Sabin, E. E., Discussion on Rural schools maintenance, 98:575
Sabin, Henry.—American Educational Exhibit of 1892, 90:405–6; Educational journalism in Iowa, 93:840–41; Grading the country school, 94:349–57; Horace Mann Centennial, 96:64–66; Horace Mann's country school, 94:204–10; How to spread information concerning methods of school education, 87:238–44; *In memoriam* J. C. Gilchrist, 98:291–92; *In memoriam* C. P. Rogers, 98:293–94; Kind of supervision most needed, 97: 127–32: Letter on Ungraded schools, 95:1014; Memorial address on Dr. Charles Collins Rounds, 02:393–99; Organization and system *vs.* originality and individuality, 90:228–34; Preparation of teachers, 91:505–18; Report of the Committee on State School Systems: Ungraded schools, 95:459–71; Report on Exhibit of manual training at St. Paul, 90:56–58; Report on the Educational exhibit from graded schools at Chicago, 1887, 87:692–94; Discussions on: Aesthetics in education, 97:345; City normal schools, 91:334; County institutes, +89:79–82; Education of the will, 91:346, 347; Grading in country schools, 92:800; Moral instruction, 95: 445; Powers of superintendents, 95:357; Sociological factors, 96:275; Temperance instruction, 1900:257
Sachs, J., Discussion on Secondary education, 03:445
Sadler, Michael E.—Address before Department of Indian Education, 02:877; Educational awakening in England, 06: 361–66; The English ideal of education and its debt to America, 02:75–83
Safford, T. H.—Mathematics in the college course, 71:183–90
St. Louis, Merit system in (B. Blewett) 05:241–44
—— The school architecture of (W. B. Ittner) 04:901–7
St. Louis Exhibit, The; Its purpose and plan (F. L. Soldan) 04:184
St. Louis Exposition, American Educational Exhibit at the (E. O. Lyte) 05: 167–73
—— Drawing and construction work as shown by exhibits at the (R. A. Kissack) 05:612–15
—— Educational Exhibit at, 05:305
—— Foreign educational exhibits at the (H. J. Rogers) 05:161–67
—— Lessons from the U. S. Exhibit of elementary education at the (B. Blewett) 05:173–80

St. Louis Exposition, *see also* Louisiana Purchase Exposition

Salaries, Average yearly, of principals and teachers in high and elementary schools and kindergartens, Table I, **Com. Sal., 05**:190–259

—— Classified yearly, of teachers (not including principals) in high schools, Table II, **Com. Sal., 05**:260–328

—— —— of principals of elementary schools, Table III, **Com. Sal., 05**:329–93

—— —— (not including principals) in elementary schools, Table IV, **Com. Sal., 05**:394–458

—— General tables of, in detail, **Com. Sal., 05**:184–458

—— Next step in the salary campaign (D. FELMLEY) **06**:183–91; Discussion: A. S. Baylor, 192

—— of supervisors and special teachers, **Com. Sal., 05**:54–70

—— Purchasing power of, in different localities, **Com. Sal., 05**:149–51

—— Schedules of, **Com. Sal., 05**:70–104

—— summarized by states, **Com. Sal., 05**:45–52

—— Summary and analysis of tables, with cities classified by size, **Com. Sal., 05**:15–45

—— What should be the basis for the promotion of teachers and the increase of (J. H. VAN SICKLE) **06**:177–83

Salaries, Teachers', **05**:298–99

—— —— Funds for payment of, **Com. Sal., 05**:137–42

—— —— Future of (W. T. HARRIS) **05**:67–78

—— —— How affected by the minimum-salary law [of Indiana] (F. A. COTTON) **06**:132–39; Discussion: T. C. Miller, N. C. Schaeffer, 140–41

—— —— in cities and towns of 8,000 population and over, **Com. Sal., 05**:10–15

—— —— in typical towns of less than 8,000 population, **Com. Sal., 05**:105–15

—— —— in ungraded rural schools, **Com. Sal., 05**:116–37

—— —— Preliminary report on (C. D. WRIGHT) **04**:370–77

—— —— Shall the state regulate (F. H. SOMMER) **05**:831–35

—— —— Taxation and (A. G. LANE) **02**:323–28

Salaries, Tenure and Pensions of Public-School Teachers in the U. S., Report of the Committee on. Special report, July, 1905, 466 pp. Referred to in this Index as **Com. Sal., 05**

—— —— Discussion of Report: A. S. Draper, C. H. Verrill, **Com. Sal., 05**:459–66

—— —— Table of contents of, **06**:657

Salary laws, Minimum, **06**:132–41; **Com. Sal., 05**:143–45

SALISBURY, ALBERT.—Report on Work of rural schools, **87**:695–98; Supplementing of the war, **84**:pt. II:96–105; Discussions on: Admission to normal schools, **03**:576; Defects in normal schools, **02**:546; Heads of departments, **02**:537; Library work in normal schools, **04**:918–19; Normal-school purpose, **97**:733; Normal-school work among the colored people, **89**:594–97

Salisbury, G. E., Discussion on Library work in normal schools, **04**:917–18

Sanders, Alan, Leader Geometry Conference, **01**:598–99

Sanders, F. W., Discussion on Continuous sessions, **99**:827

SANDISON, HOWARD.—Real province of method, **95**:694–700

Sanford, F., Discussion on Physics for college admission, **97**:942

Sanford, H. R., Discussions on: College graduates as teachers, **02**:284; Evolution of liberal education, **93**:156; Individualism in mass education, **95**:410; Social basis of conscience, **98**:203

Sangster, J. H., Discussion on Model and normal schools, **71**:141–42

Sanitary conditions among the Indians (J. G. BULLOCK) **1900**:706–7

Sanitation, Hygiene, and Physical Training, Report of the Committee on School (W. A. MOWRY) **96**:449–63

SARGENT, D. A.—Should we have military training in schools? **96**:920–26

SARMIENTO, D. J.—Education in Argentina, **66**:77–80

Saunderson, G. N., Discussion on English, **02**:484

Saunderson, Robert G., *In memoriam*, **90**:42–44

Savage, R. K., Discussion on Physical training, **05**:772

Sawyer, C. L., Discussion on Twofold translation, **97**:664

SAWYER, FREDERIC A.—Common schools, what can they do for a state? **70**:200–11

SAWYER, W. C.—Comparative orthoepy, **75**:134–36; Report on orthoepy, **76**:134–40; Discussion on Modern languages in higher education, **76**:124–25

Saxony, Gymnastics in the Kingdom of (M. ZETTLER) **93**:670–73

SAYWARD, WILLIAM H.—Attitude of trade unions toward trade schools, **03**:620–26

Scarrett, Mrs. H. E., Discussion on Students fitted for college at sixteen, **97**:655–56

SCHAEFFER, NATHAN C.—Books on pedagogy, Report of Committee on Educational Literature, **88**:281–87; Concerning control and management of normal schools, **97**:711; Correlation of studies in a normal school, **95**:709–14; Educational value of the beautiful, **88**:332–39; Horace Mann, **96**:63–64; *In memoriam* E. E. Higbee, **90**:304–8; Meaning of the maxim, "We learn to do by doing," **87**:374–80; The middle-state normal schools, **98**:748–50; Paper on the Report of the Committee on Methods and Courses of Work in Elementary Schools, **97**:207–13; Discussion: C. F. Carroll, W. N. Hailmann, W. T. Harris, E. R. Shaw, E. E. White, **97**:214–17; Powers and duties of state superintendents, **95**:350–57, 359; Rural-school supervision, **98**:577–78; The school in relation to the higher life, **99**:225–29; Taxation for school purposes, **02**:314–23; **Com. Tax.**, **05**:37–44; in Pennsylvania, 69–74; The teacher and the librarian, **06**:355–61; Discussions on: Aesthetics in education, **97**:345; Agriculture in rural communities, **02**:224; Correlation of subjects, **90**:210–11; Dogma of formal discipline, **94**:635, 636; Education in the colonies, **1900**:312; Education of the will,, **91**:346 Improvement of teachers, **95**:188–89; Kindergarten and public schools, **94**:495–496; Laws of mental congruence, **95**:499; Libraries and schools, **99**:529; Library in school instruction, **04**:931; Manual training, **1900**:351; Minimum-salary law [of Pennsylvania] **06**:140; Moral education, **92**:764–65; Normal schools, **92**:784; Powers of superintendents, **95**:359; Religious education, **03**:360; State and county superintendent, **02**:229; University and the teacher, **94**:564–65

Schauffler, A. T., Discussion on Science teaching in elementary schools; Botany —fourth year, **05**:806–7

SCHENCK, Lieutenant A. D.—Military science and tactics in colleges, **75**:124–33

Schoch, Parke, Discussion on Commercial teachers, **01**:738–40

SCHOFIELD, EDWARD.—Address of welcome, **97**:39

Schofield, Martha, Discussion on The school of the future, **91**:100

Scholar and the state, The (R. H. WEBSTER) **99**:143–47

Scholarship, Average, of the pupil (F. RIGLER) **99**:86–90

—— German, **77**:108–18

—— How to increase normal-school (J. M. GREEN) **03**:582–86

—— Obligations and opportunities of (E. A. ALDERMAN) **1900**:266–76

—— Relative contribution of, and methods to the power of the teacher (W. B. BUCKHAM) **73**:190–98

Scholarships (J. L. PICKARD) **80**:159–61

School, The, and the child's physical development (S. H. ROWE) **05**:742–49; Discussion: F. G. Bruner, 749–51

—— and the criminal (L. H. JONES) **92**:208–15; Discussion: H. G. Larimer, A. P. Marble, 215–17

—— and the Library (F. M. CRUNDEN) **01**:108–18

—— and the library as co-ordinate forces (L. MCCARTNEY) **01**:864–67

—— as a social center (JOHN DEWEY) **02**:373–83; Discussion: C. B. Gilbert, 390

—— How the, strengthens the individuality of the pupils (W. T. HARRIS) **02**:118–25

—— in its relation to the higher life (N. C. SCHAEFFER) **99**:225–29

—— of the future (F. W. PARKER) **91**:82–89; Discussion: A. P. Marble, and others, **90**:102

—— plus the library, the greater school (H. L. ELMENDORF) **1900**:643–47; Discussion: M. E. Ahern, H. L. Elmendorf, E. Fitz Simons, R. P. Halleck, R. C. Metcalf, W. H. Slaton, 647–48

—— What is a (J. H. HOOSE) **76**:167–91

School Administration, Department of: Petition for Department of, **95**:46; **96**:968–96; **97**:959–1004; **98**:985–1004; **99**:1118–34; **1900**:609–34; **01**:803–28; **02**:790–97; **03**:897–935; **04**:897–910; **05**:827–51

School administration, Hints on (H. L. GETZ) **97**:963–66

—— New departures in (C. HOLDEN) **03**:914–19

—— Professional and non-professional bodies in, and the proper function of each (A. L. LOWELL) **98**:999–1004

—— Reform in (J. W. ERRANT) **97**:966–71; Discussion: Mrs. Benjamin F. Taylor, 971–74

School administrations, Retrospective and prospective (B. F. HUNSICKER) **04**:897–901

School and college athletics, **05**:293

School attendance: Early withdrawal of pupils (W. T. HARRIS) **72**:260–71; (C. W. HILL) **92**:645–58

—— Report of Committee on Percentage of, **72**:283–84

—— Statistics of discussed, **71**:225–28

School board, The, and the public press (E. J. Fifield) **99**:1131–34
—— Relation of, to the people (Mrs. A. B. Wiles) **97**:974–82; Discussion: Mrs. I. S. Blackweather, S. M. Foster, H. L. Getz, H. S. Harrison, A. J. Lindemann, 982–83
—— and the teachers (W. A. Hunt) **1900**: 625–31
—— Organization of (W. S. Ellis) **1900**: 631–34
School Board Convention idea (W. G. Bruce) **96**:970–73
Schools boards (C. E. Gaton) **94**:707–13; Discussion: W. G. Bruce, 713–15
—— best method of electing (L. H. Jones) **03**:158–59; Discussion: J. W. Carr, W. W. Chalmers, F. L. Soldan, 159–63
—— Number of members, terms of service, and mode of selection (C. W. Edwards) **03**:898–905; (G. D. Cushing) **03**:905–10
—— Power and authority of, **95**:388–89
—— Relation between, and superintendents (J. H. Binford) **73**:248–52; Discussion, 252–54
—— Selection of (T. H. Watkins) **97**: 988–93; Discussion: J. E. Brandegee, H. L. Getz, J. B. Jones, A. J. Lindemann, Mrs. A. B. Wiles, 993–96
—— their functions, legislative, executive, and judicial (B. F. Hunsicker) **03**:910–14
—— What and why? (R. L. Yeager) **96**: 973–79
School building and legislation, **01**:815
School building, Heating, and ventilation of a (J. S. Billings) +**82**:11–19; **92**:685
School buildings in the District of Columbia, Report of the Commission on, +**82**:107–12
School buildings, Report on The ventilation and heating of (D. F. Lincoln) **95**:934–43
School children, Health and growth of (W. W. Hastings) **03**:769–75
School director, The, as a factor in education (S. Hamilton) **99**:336–44
School discipline as the result of self-government (A. V. Storm) **94**:764–72
—— Best influence in producing good habits (D. Brown) **88**:102–10
—— Ethics of school management (C. B Gilbert) **88**:528–42; Discussion: J. M. Greenwood, 542–43
—— Forms of discipline and discipline of forms (B. L. Wiggins) **90**:96–107
—— in elementary schools (B. A. Dutton) **89**:487–93
—— in high school (R. E. Denfield) **92**: 341–48
—— in the kindergarten, **96**:382
—— List of articles on, 1863 to 1900, **06**: 687
—— Motives and means in (discussions) **70**:144–51
School diseases and medical inspection (Delos Fall) **98**:534–39
School expenditures, Conditions which cause variation in (W. T. Harris) **05**: 195–213
School extension, University and (W. T. Harris) **90**:242–53
School funds, Discussion on: J. M. Gregory, D. B. Hagar, L. Van Bokkelen, E. E. White, **68**:40–43
School furniture: seats and desks, **92**:686; **95**:260–63; **96**:457–59
School gardens, **77**:189; (C. H. Clapp) **03**:85–88
—— city-school yards, and the surroundings of rural schools (O. T. Bright) **03**: 77–85
School hours for children under ten (A. J. Rickoff) **73**:241–43
Schoolhouse construction (A. H. Kirchner) **97**:996–1003; Discussion: Adrian Houtkamp, 1003–4
School hygiene, **68**:26; **81**:172; **86**:521; **90**:177
—— Bibliography of (W. H. Burnham) **98**:505–23
—— Brain culture in relation to the schoolroom (A. N. Bell) +**75**:31–36; Discussion: C. C. Cox, John Eaton, L. H. Steiner, 36–41
—— Elementary principles of (A. Gove) **97**:891–95
—— Health of school children as affected by school buildings (G. S. Hall) **92**:682–89; Discussion, 689–91
—— in its bearing on child life (T. D. Wood) **03**:778–84; Discussion: H. W. Zirkle, 784–85
—— List of articles on, 1881 to 1904, **06**: 718–19
—— Preliminary report on (W. T. Harris) **99**:407–11
—— Report of Committee on Prize Essays on, **01**:356
—— Report of Special Committee on the Organization of a Committee on, **97**:327–28
—— Report on (E. M. Hartwell) **95**: 931–33
—— What it is and why we need it (E. M. Hartwell) **98**:498–505
School hygiene, *see also* Hygiene and health
School inspection in England, **93**:191
School instruction, Place of the library in (C. E. Meleney) **04**:924–30

School law, A nonpartisan (E. C. ELIOT) **05**:223–31

School legislation, **05**:289–91; List of articles on, 1892 to 1905, **06**:719

School libraries, **06**:221–24; **Lib. Adm.**, **06**:11–14

—— in the rural districts (A. ROBERTSON) **02**:818–24

—— Summary of state laws relating to, **06**:277–81; **Lib. Adm.**, **06**:67–71

School library, Cataloging and classification, call numbers, shelf-list, loan system, **06**:251–66; **Lib. Adm.**, **06**:41–56

—— Selecting and ordering books for a, **06**:239–43; **Lib. Adm.**, **06**:29–33

School library-room, The, **06**:234–39; **Lib. Adm.**, **06**:24–29

School maintenance, California system of (S. T. BLACK) **97**:505–7

—— Report of Subcommittee on rural, **97**:399–434

—— Rural schools; Discussion of Report on: R. G. Boone, A. S. Draper, B. A. Hinsdale, E. O. Lyte, J. T. Prince, Miss E. C. Sabin, W. E. Sheldon, **98**:575

School museums, **06**:227; List of articles on, 1875 to 1905, **06**:685–86

School music; Has it made music readers? (G. W. WILMOT) **03**:701–5; (R. L. BALDWIN) **03**:705–8

School officers, Powers and duties of, absolute and relative (A. P. MARBLE) +**87**:80–89; (J. M. GREEN) +**87**:94–98; Discussion: W. N. Barringer, W. E. Sheldon, and others, 98–101

School organization, The best, for a state [discussions] +**77**:105–10

—— The county as the unit of (L. B. EVANS) **97**:507–8

—— in cities (A. S. DRAPER) **94**:298–310

School reading thru the public library (M. L. JONES) **99**:1143–48

School receipts, Proposed form for, **99**:350

School registers and annual reports, Committee on appointed, **58**:13

School reports, Report of Committee on Educational Literature on, **85**:459–81

School savings banks in the U. S. (J. H. THIRY) **93**:286–87; in France (M. G. SERRURIER) 287–89

School seats and desks, **98**:366

School statistics, as the basis of legislative or official action (H. M. LAFOLLETTE) **90**:377–84; Discussion: F. Dick, S. A. Ellis, J. Hancock, L. R. Kleman, and others, 385–91

—— Committee on, appointed, **58**:14; Committee on publication of, **59**:7; Blanks for Committee, **60**:12; Committee to collect, **66**:75; Committees on, **77**:253; Discussion, 254–55; Committee to consider question of, **90**:367–68

—— Educational lessons of (J. EATON) **72**:41–53

—— of New York state, **95**:1016–17

—— Points for constant consideration in: Report of Committee (J. EATON) **87**:314–16; Discussion of report, 316–17

—— Preliminary report on, +**86**:105–6

—— Report of Committee on, **60**:55–59; **85**:482–91; (W. T. HARRIS) **91**:361–69; Discussion: J. Eaton, G. S. Hall, B. A. Hinsdale, and others, 369–74; Report (W. T. HARRIS) **91**:385–87; (W. T. HARRIS) **92**:729–43

—— Resolution on Bureau of Statistics, **60**:13

—— Uniform plan and form for publishing (G. J. LUCKEY) +**74**:13–15; Discussion, 15–26; Arrangement of reports, 73; Report of committee, **74**:297

—— Uniformity of, **77**:254–55; (A. MCMILLAN) +**81**:17–22; Discussion, 23–24

—— What statistics should be collected: Report of Committee on Educational Statistics (J. M. GREENWOOD) **89**:431–36

School statistics and morals (W. T. HARRIS) **94**:342–49

School Superintendence, Department of, *see* Superintendence, Department of

School superintendents, The function of, in procuring libraries for public schools (A. BAYLISS) **99**:1136–42

School Superintendents, National Associations of, Meetings and papers, **66**:71–80; **68**:39–47; **69**:26–31

—— —— reorganized as Department of School Superintendence, **06**:524–25

—— —— Report of Committee on Nominations, **66**:74, 76; **68**:46; **69**:28

—— —— Resolutions, **66**:73–75; **68**:46; **69**:27, 29

School Superintendents, National Association of, *see also* Superintendence, Department of

School Supervision, Congress of, 1893, Titles of papers read at the, **06**:652

School surroundings (W. W. STETSON) **03**:96–97

School system, Professional and non-professional bodies in our, and the proper function of each (A. L. LOWELL) **98**:999–1004

—— Some essentials in the development of a (D. F. DE WOLF) **81**:55–65

—— Weak places in our (J. P. WICKERSHAM) +**81**:24–27; Discussion, 27–28

—— What kind of centralization, if any, will strengthen our local? (H. H. HUBBERT) **98**:986–88; Discussion: W. C. Webster, 988–89

School systems, The business side of city (B. A. HINSDALE) **88**:310–18; Discussion, 319–21

—— Charter provisions of (W. H. MAXWELL) **05**:214–23; (F. L. SOLDAN) **05**:231–35

—— Defects of the graded (P. W. SEARCH) **95**:398–406

—— Improvement of city (H. P. EMERSON) **94**:121–26; Discussion: L. B. Evans, 126–28

—— of France, **97**:575; of Manitoba (D. McIntyre) 574–75; of New Brunswick, 574; of Norway (O. Gundersen) 575–77 of Ontario, 573

—— Outline of the, of the various states +**80**:90–111

—— Report of the Committee on City: The business side (A. GOVE) **96**:464–69

—— Report of the Committee on State (E. E. HIGBEE) **87**:307–11

—— —— Ungraded schools (H. SABIN) **95**:459–71; Discussion: J. W. Cook, B. A. Hinsdale, 472–74

—— Report of Subcommittee on the Organization of City (A. S. Draper) **95**:375–88

—— Report on Rural schools, Appendix N, **97**:573–77

—— Several problems in graded (E. E. WHITE) **74**:254–63

—— Supplementary report of Committee on (B. A. HINSDALE) **90**:358–61; Discussion, 361–64

—— Two opportunities for improvement in the administration of graded (L. D. HARVEY) **1900**:203–10

School Teachers and Superintendents, Convention of, 1849, **06**:467–71

School terms, +**80**:105–6; +**88**:110

School yard, The importance of, for children (E. H. ARNOLD) **05**:756–65

Schoolhouse plans (A. J. RICKOFF) **73**:244–48

Schoolhouses, The proper use of (AARON GOVE) **97**:253–57

Schoolmaster, The (W. SCHUYLER) **05**:424–27

Schoolroom, Art decoration of the (ROSS TURNER) **96**:670–78; (L. S. THOMPSON) **96**:678–84; (S. SKINNER) **96**:685–92; Discussion, 692–93

Schoolroom temperature and humidity (W. G. BRUCE) **01**:811–15

Schoolrooms, Lighting and seating of (W. A. MOWRY) **98**:364–69

Schools, Agencies co-operating with the, in the development of industrial education, **Com. Indust.**, **06**:57–64

—— Best system of, for a state (J. H. SMART) +**80**:31–42; Discussion, 42–44

—— Consolidation of (J. Y. JOYNER) **04**:313–16

—— fail to give a proper preparation for active life (J. P. IRISH) **88**:144–48; (W. E. SHELDON) **88**:148–55

—— fail to give a reasonable mastery of subjects studied (L. J. MARTIN) **88**:135–44

—— for scientific and technical training, National endowments for (J. K. PATTERSON) **74**:204–12

—— for the feeble-minded (E. R. JOHNSTONE) **05**:903–6

—— Government and discipline of, List of articles on, 1863 to 1900, **06**:687

—— Has the heart of this people changed toward its (C. G. PEARSE) **97**:143–47

—— Library instruction in, **06**:231–33; **Lib. Adm.**, **06**:21–23

—— of Germany, +**82**:95; **96**:990

—— of the people (E. G. MURPHY) **03**:129–37

—— Our, and our forests (F. B. HOUGH) +**81**:40–55

—— Undesirable and desirable uniformity in (C. W. ELIOT) **92**:82–95

SCHRADER, HENRIETTA.—Kindergarten as a basis for life, **93**:346–51

Schreiber, George L., Discussion on Studying art, **93**:472–73

SCHREIBER, MAE E.—How to direct children in their reading, **1900**:636–43; Literature in grades below the high school, **01**:288–92; The training of teachers so that they may co-operate with librarians, **97**:1008–14; Discussion on Teachers and librarians, **97**:1014

Schugens, Mrs. Elizabeth, Discussion on Methods of teaching foreign languages, **96**:585–86

Schuppe, Wilhelm, Sketch of (H. SCHWARTZ) **06**:424–25

SCHURMAN, JACOB GOULD.—Education in the Philippines, **02**:110–18; Self-activity in education, **93**:703–4; Discussion on College-entrance requirements, **97**:312

SCHUYLER, WILLIAM.—English as an art study, **04**:502–5; President's address, Department of Secondary Education: The schoolmaster, **05**:424–27; Discussions on: Ancient classics, **02**:465–66; Fraternities, **04**:490; History in secondary schools, **01**:600; Secondary education, **03**:445

SCHWARTZ, HERMANN.—Brief sketches of: Franz Brentano **06**:426; Wilhelm Dil-

they, 427; Eugen Dühring, 429–39; Rudolf Eucken, 429; Kuno Fischer, 421–22; Max Heinze, 422; Georg Hertling, 422; Theodor Lipps, 427–28; Alexius Meinong von Handschuchsheim, 426; Paul Natorp, 423–24; Alois Riehl, 424; Wilhelm Schuppe, 424–25; Karl Stumpf, 426–27; Wilhelm Windelband, 425; Wilhelm Wundt, 428; Eduard Zeller, 422–23; The rehabilitation of philosophy in Germany, **06**:420–30

Schwarz-Seaborn, Baron von.—Remarks on Expositions, +**75**:61–63; 66–68

Science conflicts with classics, **74**:207–8

—— Humanistic element in (H. S. Carhart) **96**:943–51

—— in commercial work; value, character, and place in high school (F. M. Gilley) **03**:738–41

—— in common schools (J. W. Armstrong) **74**:269–73

—— in secondary schools; How to make the teaching of, more popular (W. S. Blatchley) **01**:777–84

—— in the grades, **99**:779

—— in the high school (G. M. Richardson) **99**:1113–17

—— Memorandum concerning Report of Committee of Sixty on, **98**:964

Science, Natural, Department of, **95**:951–58; Proceedings of Round Table, 952–58

—— Nature-study as an aid in (E. R. Whitney) **04**:889–94

—— Relation of advanced, to graded-school nature-work (C. B. Wilson) **1900**: 592–600

—— The teaching of (W. H. Norton) **02**: 760–65

Science and culture (C. E. Bessey) **96**:939–42

Science and education (W. L. Bryan) **95**: 161–65

Science and mathematics, Correlation of (C. E. Comstock) **05**:788–98

Science of education, What can child-study contribute to the (J. P. Gordy) **98**:348–54; Some contributions of child-study to the (R. P. Halleck) 354–62

Science Instruction, Department of, 1900: 592–608; **01**:771–802; **02**:759–89; **03**: 847–95; **04**:843–96; **05**:781–825

—— —— Petition for, **95**:45–46; *see also* Natural-Science Instruction, Department of, and Science, Natural, Department of

Science instruction in the state of New York (A. S. Dwight) **01**:791–96

—— of the various countries, as shown by their exhibits at St. Louis (W. J. S. Bryan) **04**:844–49

Science teaching in the elementary schools (H. Newman) **05**:798–805; Discussion: A. T. Schauffler, Botany—fourth year, 806

Science teaching, Thirty years' progress in (C. N. Cobb) **99**:1099–1102

—— List of articles on, 1869 to 1906, **06**: 719–20

Science work of a four-year commercial course (A. Davis) **05**:678–82

Sciences, Biological, List of articles on, 1870 to 1905, **06**:667–68

Scientific and technical training, National endowments for schools for (J. K. Patterson) **74**:204–12

Scientific education, Required adjustments in, with especial reference to instrumental drawing as one of its elements (S. E. Warren) **76**:282–91

Scientific exhibits of high schools and colleges of the United States at St. Louis (G. P. Knox) **04**:849–53

Scientific knowledge, Elementary and (J. W. Dickinson) **73**:172–79

Scientific method, The teaching of the (S. A. Forbes) **04**:879–88

Scientific professions, Training for (J. M. Ordway) **93**:554–58

Scientific studies, Instruction in manual arts in connection with (M. Miles) **76**: 249–56

—— and courses of study, Discussion on: J. D. Runkle, J. M. Gregory, and others, +**77**:183–85, 190; Resolution on, 192

Scollard, Clinton.—March of the ideal (poem) **97**:139–43

Scotland, National education in (F. C. Stevenson) **93**:874–77

Scott, Mr. Discussions on: High-school libraries, **05**:864; Library privileges for villages, **05**:858

Scott, Austin.—Organizers of the nation and education, **94**:66–71

Scott, Charles B.—Laboratory methods in elementary schools, **94**:191–97; Outline of work in Nature-study for grades below the high school, **Com. Ten, 94**: 142–51

Scott, Charles P. G.—The simplification of English spelling a present duty, **02**: 125–33

Scott, Colin A.—The psychology of puberty and adolescence, **97**:843–51; Discussion on Self-direction as a motive for increasing attendance, **03**:808–9

Scott, F. N.—Essay correcting; Can it be made a joy forever? **98**:691–93; Discussion on Essays, **98**:696

Scott, Harriet M., Discussion on Training-schools, **99**:903

Scott, W.—Some questions involved in making music a major study, **05**:633–37

Scott, William A.—Education and training of commercial teachers, **01**:734–37

Scovel, Sylvester F.—In fundamental civics, what shall we teach as the American doctrine of religion and the state? **99**:616–24; Realizing our final aim in education, **98**:462–88

Scudder, Horace E.—Literature in common schools, **88**:57–70

Scudder, Myron Tracy.—The duty of the public-school system to business training, **01**: 740–47; Discussion on Teaching history, **96**:587–88

Sculpture; Educational influence of public outdoor art (G. E. Gay) **04**:665–66

—— and decoration at the Exposition (G. J. Zolnay) **04**:163–66

—— and painting (W. M. R. French) **93**: 497–500

Seaman, J. E.—High schools and the state, **85**:173–80

Search, P. W.—Individualism in mass education, **95**:398–406, 411

Searing, Edward, *In memoriam* (W. C. Whitford) **99**:248–49

Sears, Barnas.—Remarks on the Peabody Fund, +**80**:67, 68; Discussion on High-school question, 69

Sears, Barnas, *In memoriam* (G. J. Orr) **80**:153; Resolution on, 154

Sears, R. E.—The true function of the public school, **97**:983–87

Searson, J. W., Discussion on Why first-year pupils leave high school, **05**:444

Seaver, Edwin P.—The care of truants and incorrigibles, **94**:536–49; Democracy and education, **98**:249–260; Mechanic arts high schools, +**89**:160–67; Discussions on: Coeducation in high schools, **03**:299; Compulsory education in Massachusetts, **91**:412–19; Curvature of the spine, **98**:946; Education of children below the school age, **92**:638–40; Medical inspections, **01**:239; Power and authority of school boards, **95**:388–89; Teachers' work, **95**:230–31; Training of teachers, **95**:257

Secondary and Higher Departments, Joint session of, **99**:625–30; Discussion, 630–32

Secondary Education, Congress of, 1893, Titles of papers read at, **06**:652

Secondary Education, Department of, 87: 395–442; **88**:403–33; **89**:499–533; **90**: 615–55; **91**:617–87; **92**:335–72; **93**: 177–242; **94**:743–94; **95**:579–635; **96**: 557–619; **97**:644–99; **98**:664–700; **99**: 601–817; **1900**:428–53; **01**:565–604; **02**:455–92; **03**:429–86; **04**:473–536; **05**:423–79

—— —— Petition asking for the formation of a **86**:21

—— —— Round-Table conferences, **96**: 563–604; **01**:578–604; **02**:462–92; **03**: 470–86; **04**:502–36; **05**:452–79

Secondary education, Elementary and, in Cape Colony, Africa (May Bengough) **93**:903–7

—— Enlargement of (R. P. Halleck) **03**:432–38; Discussion: W. H. Black, F. B. Brandt, W. Farrand, G. D. Pettee, J. H. Pillsbury, E. V. Robinson, G. W. Rollins, J. Sachs, W. Schuyler, I. Thomas, O. S. Westcott, 438–46

—— for girls in France (M. Dugard) **93**: 211–16; Discussion: M. Buisson, J. C. Mackenzie, W. S. Monroe, 217

—— how aided by the General Education Board, **06**:493

—— List of articles on, 1873 to 1905, **06**: 720–21

—— New departure in (J. J. Sheppard) **04**:114–20

—— of girls during the past fifty years in England (D. Beale) **06**:377–86

—— —— in France (Camille Sée) **06**: 386–95

—— Relation of, to the American university problem (A. F. West) **85**:195–202; Tables and statistics, 203–13

—— Saving of time in (T. M. Balliet) **03**:317–22; (Mrs. E. F. Young) **03**:322–27; Discussion: T. M. Balliet, J. M. Green, C. M. Woodward, 327–30

—— Sex differentiation in relation to (A. H. Yoder) **03**:785–90

—— The value of chemistry in (W. M. Blanchard) **04**:872–78

—— Value of modern languages in, **99**: 710–14

Secondary grades and colleges, Manual training in the (C. M. Woodward) **05**: 262–70

Secondary school, Amount of mathematics in course of (S. B. Tinsley) **04**:514–16

—— Differentiation of the American (C. H. Keyes) **99**:412–21

—— The library as an adjunct to the (E. O. Holland) **03**:961–66

—— The opportunity and function of the (C. M. Woodward) **03**:60–65

—— What is a (E. W. Coy) **96**:613–18; Discussion: B. A. Hinsdale, 618–19

Secondary school associations, Formation of a federation of, **03**:476–79

Secondary-school work and college requirements (J. C. Kirtland) **05**:470–73

Secondary schools, and present methods in English and composition: Outline of discussion (G. B. Aiton) **97**:684

Secondary schools, Athletics and collateral activities in (F. D. Boynton) **04**:206–14
—— Biology in the first year of the (O. S. Wescott) **95**:604–15
—— The course of study in (G. N. Carman) **93**:193–96
—— Curriculum for (W. T. Harris) **49**: 496–508; Discussion: C. DeGarmo, J. M. Greenwood, W. T. Harris, W. H. Maxwell, 508–15
—— Enrollment of pupils in various studies in, **99**:703–4
—— Essentials in U. S. history to be taught in (H. H. Seerley) **98**:77–82
—— Essentials of English composition to be taught in (C. C. Thach) **98**:94–102
—— Ethical culture in elementary and (Mrs. D. L. Williams) **92**:101–8
—— Experiments in chemistry for, **Com. Ten, 94**:127–37
—— —— in physics for, **Com. Ten, 94**: 125–27
—— Geographical distribution of classical students in, of the U. S., with map, **99**: 705–6
—— Greek courses in, **99**:685–89
—— History in the (H. M. Stephens) **96**:623–30
—— How to make the teaching of science more popular in (W. S. Blatchley) **01**: 777–84
—— Is it true that the most defective part of education in this country is in the (C. P. Lynch) **94**:745–51; Discussion: E. W. Coy, 751–52
—— Language studies in (D. W. Abercrombie) **93**:199–204
—— Latin courses in, **99**:689–702
—— Modern-language study in our (G. A. Smith) **04**:522–24
—— Modifying the programs of (J. C. Mackenzie) **94**:143–51
—— of agriculture and domestic economy in rural communities, **Com. Indust., 05**:52–54
—— of Germany (R. B. Warder) **77**: 78–81; *Gymnasium* and *Realschule*, **73**: 23–25
—— of Ireland, **73**:26
—— of Scotland, **73**:26–27
—— of the United States, **73**:27–32
—— Outline of work in botany for (J. M. Coulter) **Com. Ten, 94**:151–53
—— —— in zoology for (O. S. Wescott) **Com. Ten, 94**:154–58
—— Physical geography in (A. P. Brigham) **97**:923–28
—— Physics in the (I. O. Palmer) **03**:883–85
—— Physiography in the (J. A. Merrill) **02**:784–89
—— Physiology in primary and (A. H. Tuttle) **Com. Ten, 94**:158–61
—— Professional training of teachers for (E. P. Hughes) **93**:217–21
—— A proposed four-years' course in English for (C. Dye) **98**:678–81
—— Some principles of secondary English teaching (S. Thurber) **98**:671–77
—— Teaching English in the (J. B. McChesney) **88**:405–15
—— Teaching of political economy in (C. F. Thwing) **95**:370–74
—— Training of teachers for (J. E. Russell) **99**:285–96
—— What should they do to promote their interests at the World's Fair? (J. L. Halloway) **92**:353–54
Secondary Studies, Committee of Ten on, *see* Committee of Ten
Secondary teachers, Co-operation of universities and normal schools in the training of (E. N. Henderson) **05**:546–51; (Z. X. Snyder) **05**:551–55
Secret fraternities in the high schools (G. B. Morrison) **04**:484–90; Discussion: J. M. Downer, W. E. Johnson, E. W. Lyttle, G. B. Morrison, W. Schuyler, W. H. Smiley, 490–91
—— Report of the Committee on (G. B. Morrison) **05**:445–51
Secretary, Account of, **77**:285–86; to be paid for editing and publishing *Proceedings*, **89**:30; Resolution on Salary to, for editing *Proceedings*, **95**:52; **96**:40; **97**: 37
—— Review of the Reports of the, 1893 to 1906 (Irwin Shepard) **06**:731–42
Secretary's office, Receipts and expenses of, **06**:731–32
Secularization of education (W. W. Folwell) **82**:42–45
Sée, Camille.—Secondary education of girls in France, **06**:386–95
Seegmiller, Wilhelmina.—Art not the servant of science, but its complement, **96**:702–7; Hand-work in primary schools, **05**:387–89; Pictorial drawing in primary and grammar grades, **95**:822–30
Seeing, Defects of, **97**:283
Seeley, Levi.—Pedagogical training in colleges, **90**:673–77; Discussions on: Co-ordination, **95**:113; Defects in the normal schools, **02**:544–46
Seelye, Julius Hawley, *In memoriam*, **95**: 204–5
Seerley, Homer H.—Defects in normal schools that are responsible for their

opposition and criticism, **02**:539–44, 548; Essentials in U. S. history to be taught in secondary schools, **98**:77–82; *In memoriam* William Miller Beardshear, **03**:368–69; Normal schools west of the Mississippi River and east of the Rocky Mountains, **98**:736–40; Variations in normal schools of the U. S. because of geographical location, **97**:711–13; Discussions on: Admission to normal schools, **98**:747; Economy in education, **95**:456; Normal schools and manual training, **97**:752; Psychology and child-study in normal schools, **02**:242–44; Reading, **98**:554

SEGER, JOHN.—Practical methods in Indian education, **1900**:707–11

SEIFERT, H. O. R.—Address of welcome, **97**:43–44

Selection of school boards—A comparison of methods in operation (T. H. WATKINS) **97**:988–93

Self-activity in education (J. G. SCHURMAN) **93**:703–4; Discussion, 705

Self-activity in education (A. TOMPKINS) **99**:320–25; Discussion: J. W. Bashford, F. Treudley, Dr. Tompkins, S. Weir, 325–30

Self-consciousness in education (E. T. JEFFERS) **82**:8–16

Self-government, Discipline as the result of (A. V. STORM) **94**:764–72

Self-reliance, **71**:73

SELLECK, RHODA E.—High-school work in drawing, **90**:790–96; Discussion on Art, **01**:555

Seminary system, The (J. H. WRIGHT) **82**:94–112

Sense-defects and impediments, Teachers' knowledge of, **03**:1013, 1020, 1023, 1028, 1031

Sense-defects, Fatigue and (H. E. KRATZ) **97**:280–84

Senses, The, and sense perceptions, **91**:557–61

Sensibilities, Education of (J. W. DOWD) **81**:231–37

Senter, H. A., Discussion on Chemistry in secondary education, **04**:878–79

Separation of the church and school supported by public taxes (W. T. HARRIS) **03**:351–60; Discussion: J. W. Carr, J. M. Greenwood, E. A. Pace, C. G. Pearse, N. C. Schaeffer, L. Stickney, 360–64

SERRURIER, GUSTAVE.—School savings-banks in France, **93**:287–89; Use of magic lanterns in schools, **93**:314–15

Seth, James, Discussion on History and moral culture, **94**:411–12

Settlement work: Homes of our downtown children (L. STICKNEY) **99**:388–92

Seven-year course of study for ward-school pupils (J. M. GREENWOOD) **03**:247–60; Discussion: R. C. Boone, J. W. Carr, C. F. Carroll, E. W. Coy, F. M. McMurry, 260–63

SEWALL, Mrs. MAY WRIGHT.—Woman's work in education, **84** pt. II:153–56

SEWARD, THEODORE F.—Tonic sol-fa notation as a factor in musical education, **86**:599–605; Tonic sol-fa system, **85**:382–83

Sewing in schools, +**79**:44; **87**:204, 228, 547; **90**:841, 853, 856; **92**:668

Sex differentiation in relation to secondary education (A. H. YODER) **03**:785–90; Discussion: Z. X. Snyder, E. D. Starbuck, 790–92

Sex of teachers in high and elementary schools, **Com. Sal., 05**:52–54

Seymour H., Remarks on New York state school system, **73**:90–91

Seymour, R. B., Discussion on Business education, **01**:731–34

SEYMOUR, THOMAS DAY.—Entrance requirements at Yale, **96**:635–41; Letter regarding Greek for A.B. degree, **93**:127–28

Shakspere, The scholarship of (E. NORTH) **60**:5–6

SHALER, NATHANIEL S.—Natural-history education, **72**:232–39; Practical methods of teaching geology, **03**:848–52

Shall courses in European history be given precedence over courses in English history? **02**:478

Shall the state regulate teachers' salaries? (F. H. SOMMER) **05**:831–35

Shannon, R. D., Discussion on Normal schools, **77**:171

SHARPE, CARRIE B.—What, how, and how better, **82**:193–203

SHATTUCK, KATE E.—Drawing in normal schools, **85**:295–301

SHAW, EDWARD RICHARD.—Essentials of English composition for elementary schools, **98**:87–94; Fatigue, **98**:550–54; Grading and promotion with reference to the individual needs of pupils, **98**:422–23; *In memoriam* J. F. Reigart, **03**:374–76; Report of Committee on New York State Child-Study, **95**:899–901; Requirements for degree of Doctor of Pedagogy, **93**:436–38; Discussions on: Methods and courses of work, **97**:214; The University and the teacher, **94**:563–64

Shaw, Edward R., *In memoriam* (J. F. REIGART) **03**:374–76

Shawan, J. A., Discussions on: Citizens and teachers, **97**:257; Compulsory attendance, **93**:83; Supervision of city schools, **94**:322

SHEARER, WILLIAM J.—The Elizabeth [N. J.] plan of grading, **98**:441–48; Grading in the interest of pupils, **01**:285; Discussion on Graded-school system, **95**:408–9

SHEATS, W. N.—Address of welcome, **96**:237–41; Discussions on: Function of public school, **97**:988; Kindergarten and public schools, **94**:495

SHEIB, EDWARD E.—Function of the normal school in our educational system, **85**:235–47

SHELDON, EDWARD AUSTIN.—Object teaching, **63**:93–102; Practice-school as a public school, **96**:651–59; Professional training of teachers, **93**:387–91; What is the proper work of a primary school? **70**:103–10; Discussions on: Mental science and object teaching, **70**:84, 85, 87; Normal-school purpose, **97**:734; Object lessons, their value and place, **70**:61–63, 87; Professional instruction of teachers, **70**:36–38; Test of teacher's work, **95**:228–30; Training of teachers, **96**:258; Use and value of textbooks, **70**:195, 197–98

Sheldon, Edward Austin, Life and character of (C. R. SKINNER) **98**:63–70; *In memoriam* (W. E. SHELDON) **98**:282–83

SHELDON, WILLIAM E.—American Educational Exhibit of 1892, **90**:422–25; Educational influence and results of the Ordinance of 1787, **87**:118–19; *In memoriam:* Norman Allison Calkins, **96**:226; Daniel B. Hagar, **96**:226–29; John Hancock, **92**:602–5; Elizabeth Palmer Peabody, **94**:231–33; Edward Austin Sheldon, **98**:282–83; President's address, Kindergarten Department, **89**:445–47; Remarks as president-elect, **86**:244–45; Resolutions on establishing a Department of Temperance Instruction, **94**:42; Response to welcome, **86**:64–65; **87**:57–58; **88**:52–53; **89**:64–66; The schools fail to give a proper preparation for active life, **88**:148–55; Some things a kindergartner should know, **91**:554–68; Value of educational literature to the student and professional teacher, **90**:321–23; Discussions on: City normal schools, **91**:330, 331; Compulsory education, **91**:297; Course of study for normal schools, **70**:27–28; Kindergarten and literature, **94**:696; Kindergarten and primary school, **94**:703; Medical inspection of school children, **98**:544; Powers and duties of officers and teachers, +**87**:98–100; Reading, **98**:554; Relations of the kindergarten to the school, **79**:163; Rural schools maintenance, **98**:575

Sheldon, William Evarts, *In memoriam*, **1900**:715–16

Shelley, William H., *In memoriam*, **1900**:727

Shelton, C. E., Discussion on College-entrance requirements, **97**:315

SHEPARD, IRWIN.—Address of welcome, **90**:79–80; Continuous sessions, with special application to normal schools, **98**:410–17; Abstract of same, **99**:891–96; Effects of kindergarten training on the primary school, **90**:554–60; Ethical culture in the kindergarten, **92**:96–101; Report as permanent secretary, **01**:43–50; Response to welcome, **94**:57–58; **95**:59–61; Review of the Reports of the Secretary, 1893 to 1906, **06**:731–42; Discussions on: Future of the normal school, **99**:406; Normal schools, **87**:482; Test of teacher's work, **95**:230; Work of normal schools, **88**:478–79

Shepherd, Henry E., Discussion on Anglo-Saxon or Early English, **76**:123–24

SHEPPARD, JAMES J.—The new departure in secondary education, **04**:114–20; Report of the Committee of Nine, considered from the standpoint of the independent school of commerce, **04**:719–25; Discussion on History in secondary schools, **01**:601; Leader of History Conference, **01**:599–601

SHERWOOD, W. A.—Color in nature, in relation to color in the schoolroom, **91**:789–96

SHIMER, EDGAR DUBS.—Requirements for degree of Doctor of Pedagogy, **93**:444–45

SHINN, JOSIAH H.—Bringing pupils farther on in their studies before leaving school to work, **92**:658–62; Response to welcome, **91**:79–80; Discussion on the N. E. A., its organization and functions, **91**:453

SHINN, MILLICENT W.—First two years of the child, **93**:773–77

SHIPPEN, EDWARD.—Address of welcome, **79**:5–6; Release of the unpaid Japanese indemnity by the U. S., **73**:8–12

SHIRREFF, EMILY A. E.—Froebel's educational principles in England, **93**:360–66

Shopwork and drawing as means of developing slow pupils (R. H. RICHARDS) **93**:567–69

Shopwork in the elementary school (J. E. PAINTER) **02**:558–63

Shorey, Paul, Discussion on Greek for degree of A.B., **93**:138–41

Shortening of undergraduate curriculum (N. M. BUTLER) **98**:717–18; Discussion: J. M. Baker, W. F. King, A. T. Ormond, W. B. Smith, 718–20

Shorthand (I. S. DEMENT) **97**:801–03

—— and typewriting (W. A. WOODWORTH) **95**:882–89

—— The phonograph as an aid in teaching (T. F. LAKE) **01**:754–57

Shortridge, A. C., Remarks on the elementary section, **71**:13

Should teachers be required to present evidences of increasing scholarship? (W. H. SMALL) **04**:326–30; Discussion: J. H. Van Sickle, 330–32

Shroyer, Miss, Discussion on High-school libraries, **05**:864

SHUTT, R. D.—How to teach the Indian boys and girls to become homemakers, **02**:863–64

Sickel, James Fenimore Cooper, *In memoriam* (E. A. SINGER) **99**:249–50

Sidgwick, Professor, quoted, (footnote) **73**:150

Sieberg, W. H. J., quoted on Manual training, +**89**:151–52

Siefert, H. O. R., Discussion on Citizenship, **02**:201–2; Inspection and supersion, **01**:276

Siegler, P. N., Discussion on Function of public school, **97**:987

Sight and hearing in relation to education (O. CHRISMAN) **04**:939–46

Sight-singing and song interpretation, Training in, for normal students (C. A. FULLERTON) **03**:685–90; (J. E. CRANE) **03**:690–93; (A. S. OSBORNE) **03**:693–94

Silcox, Julia C., *In memoriam*, **1900**:727

SILVER, EDGAR O.—Growth of music among the people, **91**:813–20; Special report on Music in schools, **89**:684–93

Sime, D., Discussion on English, **04**:510

Sinclair, J. R., Discussion on Indian educational exhibits, **04**:982

SINGER, EDGAR A.—*In memoriam* James Fenimore Cooper Sickel, **99**:249–50; What constitutes a practical course of study, **80**:108–27; Discussion on Study of English in public schools, **94**:291–93

Singing: The child voice (F. E. HOWARD) **97**:784–89

—— Common-sense in school-music supervision (S. A. WEAVER) **1900**:532–37

—— Ear and eye training as related to sight singing (F. A. LYMAN) **97**:778–83

—— Individual singing (C. H. CONGDON) **98**:840–44

—— Methods *versus* results (W. H. POMMER) **04**:696–99

—— Rote-singing in the public schools (W. A. HODGDON) **04**:685–92

—— Should music in the public schools be taught from the song to the exercise? (C. H. CONGDON) **1900**:537–41

SIPE, SUSAN B.—Work of the Bureau of Plant Industry and Industrial Education in Indian schools, **05**:938–47

SISSON, EDWARD O.—Mental results from manual training, **97**:742–47; Discussion on College graduates as teachers, **02**:285

SITES, C. M. LACEY.—Educational conditions and progress in China, **02**:144–50; Ethical instruction, **95**:632; Discussion on Federal educational union, **95**:602

Sixteenth century, Rise of national education in the (J. W. PERRIN) **01**:613–19

SKIDMORE, SYDNEY T.—Evolution and ethics, **99**:136–43

SKIFF, FREDERICK J. V.—The uses of educational museums, **05**:80–85

SKINNER, CHARLES R.—Address of welcome, **96**:46–47; Closing remarks of, as president, **97**:29–30; The education of public opinion, **95**:126–33; Life and character of Edwin Austin Sheldon, **98**:63–70; President's address: Best education for the masses, **97**:51–58; Remarks on accepting the presidency of the N. E. A., **96**:31–32; Response to Address of welcome, **97**:44; Rural schools, **95**:1010–21; Surroundings of rural schools, **03**:89–96; Discussions on: Consolidation of schools and transportation of pupils, **01**:294; Examinations, **02**:181; The Library Department, **96**:1005; Simplified spelling, **01**:221

SKINNER, ELIZABETH.—How to acquire a taste for good reading, **99**:1148–50

SKINNER, HUBERT M.—Growth and benefits of reading-circles, +**86**:152–60; Discussion on National aid to education, +**86**:120–22

SKINNER, STELLA.—Art in the schoolroom thru decoration and works of art, **96**:685–92; Discussion on Art education, **96**:554–56

SKINNER, WELLS HAWKES.—The microscope in the public schools, **97**:935–37; Discussion on Elementary mathematics, **97**:642

Skinner, Wells Hawkes, *In memoriam* (E. C. HEWETT) **99**:250

SLADE, JAMES P.—Country schools, **82**:17–30

Slaton, W. F., Discussion on College graduates as teachers, **02**:283–84

Slocum, Gen. Henry W., His desire to serve on a board of education, **96**:161

SLOCUM, W. F.—Shall the university concern itself with the morals and manners of its students, and maintain a medical adviser? **03**:526–31

Sloyd, **84** pt. II:325; **85**:525; **90**:769, 841; **93**:605–6

—— As an educational subject (J. H. TRYBORN) **92**:455–61

—— for elementary schools contrasted with the Russian system (G. LARSSON) **93**:599–603

—— Physical effects of (F. J. WHITE) **96**:760–66; Discussion: O. Clute, J. E. Hoyt, A. L. Marlatt, and others, 766–68

Sloyd, Principles underlying the system, **94**:273–74

SMALL, ALBION W.—Coeducation at the University of Chicago, **03**:288–97; Demands of sociology on pedagogy, **96**:174–84

SMALL, JAMES STORMONT.—Schools for neglected children, **93**:315–19

SMALL, WALTER H.—Should teachers be required to present evidences of increasing scholarship? **04**:326–30

Small college, The, I: Its work in the past (W. O. THOMPSON) **1900**:61–67; II: Its prospects (W. R. HARPER) **1900**:67–87

—— The place of the (G. A. GATES) **04**:134–39

SMART, CHARLES.—Chemical examination of air as applied to questions of ventilation, +**82**:19–28

SMART, JAMES H.—Best system of schools for a state, +**80**:31–42; High-school question, +**77**:167–72; Inaugural address, **81**:7–14; Report of Committee on State School Systems, **85**:439–43; Response to welcome, **81**:6; Discussions on: Best school organization for a state, +**77**:112; Demands on the common school, **76**:29

Smart, James Henry, *In memoriam*, **1900**:716–17

SMILEY, WILLIAM H.—Individual attention (Round Table) **96**:597–99; Relation of the library to art education in the schools, **97**:1038–43; Self-government of pupils, **95**:582–85; Discussions on: Aesthetics in education, **97**:346; Algebra and geometry in grammar grades, **97**:657; College-entrance requirements too high, **97**:661; Fraternities, **04**:490; Mathematics, **04**:522; Report of Committee of Ten, **94**:667–81

Smith, A. F., Discussion on Twelve-year course of study, **05**:436

SMITH, ALEXANDER.—Report of Subcommittee on Outline of Elementary Chemistry, **98**:965–67; The value of chemistry as part of a school or college course, **97**:945–51

SMITH, ANNA TOLMAN.—Educational lessons of the Paris Exposition in 1900, **01**:439–46; The recent reaction in France against Rousseau's negation of society in education, **02**:383–86

Smith, Charles Alden, Discussion on Accredited schools, **02**:504–5

SMITH, CHARLES ALPHONSO.—Honor in student life in colleges and universities, **05**:486–94

SMITH, CHARLES FOSTER.—Honorary degrees as conferred in American colleges, **89**:291–99; quoted, **86**:372–73

Smith, Charles H., Discussion on Mathematics, **04**:521

SMITH, CHARLES W.—Discussion on Supervision of country schools, +**84**:21–22

Smith, Charles W., *In memoriam*, **85**:13, 17; Tribute to his memory [poem] (Sara M. A. Cowles) 17–18

SMITH, Mrs. CONSTANCE BARLOW.—The necessary education of the supervisor, **99**:989–93; Discussion on Music methods, **99**:988–89

SMITH, DAVID EUGENE.—Does the teacher's knowledge of a subject differ from the scholar's, **03**:554–59; Leader of Mathematical Conference, **03**:480–84

Smith, Edward, Remarks on Sewing-schools in Syracuse, N. Y., +**79**:44–45

SMITH, EULER B.—Response to address of welcome, **90**:92–93

SMITH, FRANK WEBSTER.—Child-study in normal schools, **05**:714–19

SMITH, GEORGE ARTHUR.—Aim of modern-language study in our secondary schools, **04**:522–24; Discussion on Conversation in modern language, **04**:533

Smith, G. M., Discussions on: Attic Greek or Homer? **97**:670; College-entrance requirements too high, **97**:660; European history, **02**:482; Twofold translation, **97**:664

Smith, J. F., Discussion on Primary-school curriculum, **94**:740

SMITH, J. GARDNER.—Physical exercises for school purposes, **93**:631–36

SMITH, JOHN B.—Some of the common insects, and how the children can study them, **05**:807–14

Smith, Lillie Collamore, Discussion on Handwork for high-school girls, **03**:657–58

Smith, Lyman G., Discussion on The laboratory the place to teach fundamental principles, **03**:878

SMITH, MARGARET K.—Child-study and professional training of teachers, **93**:447–51

SMITH, Mrs. MARY HOWE.—How to teach geography, **71**:103–13; Oral instruction, its philosophy and methods, **66**:95–107

SMITH, MICHAEL W.—Methods of study in English, **89**:520–24

Smith, Michael William, *In memoriam*, **89**:47–48

SMITH, NORA A.—Report on Kindergarten exhibits at San Francisco, **88**:710–13; Story-telling in the kindergarten, **89**:453–55

Smith, Sam Ferry, Discussion on Employment and dismissal of teachers, **99**:1123–25

SMITH, WALTER.—Art and drawing in education, **79**:191–202; Drawing in graded public schools, **72**:85–105; Industrial drawing in public schools, +**75**:92–104; Technical education and industrial drawing, +**79**:70–91

SMITH, W. B.—Culture value of higher mathematics, **98**:178–91; Discussion on Shortening of undergraduate curriculum, **98**:718–20

SMITH, W. WILBERFORCE.—Shall Latin be a required study? **94**:752–58; Should Latin or a modern language be studied first? **93**:235–40

Smithsonian Institution, +**89**:268

Smyth, Rev. Anson, *In memoriam* (B. A. HINSDALE) **87**:664–66

SMYTH, J. ADGER.—Address of welcome **1900**:46–48

SMYTH, LYNDON A.—Value of the educational exhibits, +**85**:117–20

SNOW, BONNIE E.—Practical study of drawing in public schools, **03**:670–76; President's address, Art Department, **01**:684–85; The relative value of brush and pencil as mediums of expression, **1900**:516–23

SNYDER, C. B. J.—Needed legislation in school architecture, **05**:843–49

Snyder, D. J., Discussion on Examination of teachers, +**89**:225

Snyder, J. H., Discussion on Contagious diseases, **98**:387–88

SNYDER, J. L.—Education for the industrial classes, **98**:758–63; Discussions on: Accredited schools, **02**:504; Handicraft, **01**:656

Snyder, W. H., Discussion on Language studies in secondary schools, **93**:207–8; Leader of Physiography conference, **01**:602

SNYDER, Z. X.—Address before Department of Indian Education, **02**:880; Co-operation of universities and normal schools in the training of secondary teachers, **05**:551–55; Our educational creed, **04**:105–13; Psychology in normal schools, **95**:674–81; Reciprocal recognition of state and normal school diplomas by the states, **98**:451–54; Successive differentiation of subjects in the elementary schools, **98**:632–40; The "Training-school" in the United States, **98**:751–55; What effect have normal schools had on public education? **97**:714–15; Discussions on: Admission to normal schools, **98**:747; Normal Schools (Report of Committee on) **99**:423; Sex differentiation, **03**:792; Training of teachers, **01**:643; **02**:252; Training-school, **93**:750

Social activities, **98**:654–55

Social basis of conscience (JOSIAH ROYCE) **98**:196–99

Social center, The public school as a (CORA S. BROWN) **01**:888–89; (JOHN DEWEY) **02**:373–83

Social consciousness of children, Development of (W. S. MONROE) **98**:921–28

Social control, Education for (W. E. CHANCELLOR) **01**:619–26

Social co-operation (B. C. GREGORY) **98**:655–63

Social science and the curriculum (G. E. VINCENT) **01**:124–31

Social settlement and the kindergarten (A. HOFER) **95**:514–25

Social side of high-school life, The (R. P. HALLECK) **02**:459–61

Social work, Kindergarten principles in (JOSEPH LEE) **03**:378–82

Société du patronage des apprentis de Grenoble, France, **79**:215–16

Sociological factors in rural education (B. A. HINSDALE) **96**:261–69; **97**:498–501

Sociology, Demands of, upon pedagogy (A. W. SMALL) **96**:174–84

—— Ethical instruction thru (B. C MATHEWS) **95**:624–31

—— Extracts from a recent investigation in (M. R. CAMPBELL) **05**:906–14

—— The pupil as a social factor (E. BARNES) **96**:184–89; Discussion: G. S. Hall, J. M. Harper, W. T. Harris, 190–98

Sociology's demand upon the schools (J. F. MILLSPAUGH) **98**:267–70

Socrates, **80**:37; Socratic element (J. W. STEARNS) **87**:66–69; Discussion: J. H. Hoose, **95**:98

SOLDAN, FRANK LOUIS.—Address of welcome, **04**:47–49; Address of welcome, Department of Indian Education, **04**:969; The century and the school, **81**:143–57; Charter provisions as related to the reorganization of school systems, **05**:231–35; Educational ideas in Dickens' novels, **90**:724–39; The educational value of drawing, **05**:592–97; Efficient and inefficient teachers, **99**:298–306; Function of the public school, Report of the Committee on Pedagogics, **87**:270–77; Horace Mann: Centennial, **96**:67–68; Inaugurals, President's address, Normal Department, **77**:139–45; **84** pt. II:199–206; **85**:59–68; Influence of the kindergarten upon schools [abstract] **98**:619; Leader of Round-Table of Superintendents of large cities, **01**:276; Method and manner, **74**:245–53; Philosophy of education, **87**:74–79; Progress in public education, **99**:176–82; Resolutions on Death of Dr. Norman A. Calkins, **96**:234; Response to welcome, **90**:89–90; School architecture, heating, ventilation, lighting, and

sanitary arrangements [abstract] **98**:523–24; Some city exhibits; their purpose and plan: St. Louis, **04**:184–85; What is a fad? **01**:85–92; What should the high school do for the graduate of the elementary school? **96**:354–62; Discussions on: Aesthetics in education, **97**:345; Coeducation, **90**:346; Co-ordination, **95**:113–14; Correlation of subjects, **90**:206–8; Current criticism of public schools, **88**:162, 163–64; Economy in education, **95**:454; Educational literature, **90**:332, 333–34; Examinations, **02**:181, 182; Function of the public school, **87**:232; Herbart's doctrine, **95**:480; High-school curriculum, **03**:184; Inspection and supervision, **01**:276, 277; Instruction in subject-matter, **80**:183–84; Kind of education best suited for boys and girls, **06**:71–72; Kindergarten in social work, **03**:388; Laws of mental congruence, **95**:497–98; Libraries and schools, **99**:529; Lighting of schoolrooms, **98**:369; Mental waste and economy, **93**:730; Moral instruction, **95**:446; Normal school, **99**:406; Objections to normal schools, **77**:171–72; Place of literature in common-school education, **88**:97–98; Recess or no recess, **85**:426, 428; School boards, **03**:163; Settlement work, **99**:394; Standard course of study, **01**:319; Strictly professional normal schools, **77**:154; Supervision by the supervised, **97**:237; Teacher's *vs.* scholar's knowledge, **03**:560; The will and the intellect, **96**:448

Some city exhibits; Their purpose and plan: St. Louis (F. L. Soldan) **04**:184; City of New York (A. W. Edson) **04**:185

Some features of music instruction in the schools of New York City (F. R. Rix) **05**:657–62

Some laboratory investigations of subnormal children (M. R. Campbell) **04**:744–54

Some of our mistakes (G. M. Grant) **01**:118–24

Some practical problems in manual training (C. R. Richards) **03**:278–85

Some pressing problems (N. M. Butler) **02**:66–75

Some questions involved in making music a major study (W. Scott) **05**:633–37

Some results of hearing tests of Chicago school children (D. P. MacMillan) **01**:880–88

Some simple methods of recognizing physical fitness and unfitness of school children for school work (E. A. Kirkpatrick) **05**:760–66

Some tendencies of modern education (J. A. Foshay) **97**:159–62

Sommer, Frank H.—Shall the state regulate teachers' salaries? **05**:831–35

Song, The, in the kindergarten (C. MacKenzie) **93**:331–36

Songs for children (F. Arnold) **95**:793–95

Songs, Report of the committee on school, **97**:772–73

Soulé, George.—Practical advantages of a commercial-college training, **93**:791–93

Sound and sound physiology, **05**:416–17

Sound-blindness (Sara E. Wiltse) **89**:286–90

Sources of supply of teachers in city schools (A. Gove) **94**:374–77

South, the, Advancement of (W. E. Boggs) **95**:966–68

—— and its problems (L. B. Evans) **94**:567–76

—— Better supervision of the public schools in (C. D. McIver) **98**:325–28

—— Committee on Promotion of Popular Education in, **77**:253; Report, 256–57

—— Congress and the education of the people of (W. H. Ruffner) +**80**:73–82

—— Education among the colored people of (O. O. Howard) **69**:8–10; among the white people (F. T. King) 10–11

—— Education in (J. C. Gibbs) **73**:80–89; Discussion, 89–90; (W. R. Garrett) +**89**:280–96; **05**:296–97

—— Educational necessities of (L. Trousdale) **75**:77–85

—— Educational needs of (J. H. Phillips) **04**:94–100

—— Educational principles for (C. W. Dabney) **04**:235–41; (C. D. McIver) 241–44

—— Educational progress in, since 1865 (W. A. Candler) **89**:339–44

—— Educational status and needs of the new (R. Bingham) **84** pt. II:76–95

—— Free common schools, what they can do for (F. A. Sawyer) **70**:200–11

—— Higher education in (E. A. Alderman) **95**:979–87; (G. T. Winston) **97**:183–90

—— Home and school training in the, in the colonial period (T. J. Wertenbaker) **06**:455–57

—— Industrial education in (B. G. Northrop) **89**:628–33

—— The lacks and needs of, educationally (A. Hogg) **76**:76–90

—— National aid for (A. D. Mayo) +**82**:44–48; (J. L. M. Curry) +**82**:55–60

—— National aid to education in (J. Eaton) **71**:45–48

—— Necessity for public instruction in the gulf states (J. Hodgson) **72**:274–82

—— Need of kindergartners in (P. P. Claxton) **1900**:376–83

—— Needs of education in (G. J. Orr) +79:46–56
—— The problem of (B. T. Washington) 1900:114–23
—— Report on the educational effects of the World's Exposition at New Orleans on (A. D. Mayo) 85:539–44
—— Resolutions on Education in, 69:14–15
—— Training of teachers for white schools in (C. D. McIver) 1900:481–82
—— Training of the teacher in (A. D. Mayo) 89:597–607
—— The university and the state in (E. A. Alderman) 96:278–87
—— What kind of normal training does the South need? (E. C. Branson) 98:319–25
—— What the South is doing for education and what education is doing for (W. T. Harris) 95:1021–26; Statistics of schools, 1027–30
South Carolina College, A notice of the history of the (W. J. Rivers) 76:91–97
Southern Education Board (E. G. Murphy 06:495–99
Southern Educational Association (R. J. Tighe) 06:499–504
Southern mountains, Educational pioneering in the (W. G. Frost) 01:555–60
Southern schools, Teaching patriotism in (J. M. Carlisle) 94:576–84
Southern states, Kindergartens in the (E. A. Waldo) 04:411–15
Southern women, The needs of (C. Conway) 84 pt. II:169–76
Spalding, John Lancaster.—Progress in education, 01:66–85; The teacher and the school, 96:162–74
Spalding, Randall, Discussion on Modern languages in the higher education, 76:125–27
Spalding, V. N., Discussion on Science teaching, 96:959
Spaulding, F. E.—The teacher's practical application of the results of child-study, 03:761–66
Spayd, H. H., Discussion on Algebra or geometry first in secondary schools, 93:223
Spears, Miss, Discussion on European history, 02:482
Special committees of investigation and their reports, 06:733–41
Special education, 05:303
Special Education, Department of, 02:825–57; 03:985–1037; 04:933–62; 05:881–923. *See also* Deaf, Blind, and Feeble-minded, Department for Education of the
Special exhibits at Madison, Wis., Report of Committee on, 84 pt. I:99–101
Special reports of N. E. A., Standing order on printing and distributing, 99:37
Speech, Freedom of, in classwork, 94:776–77
Speech impediments, What teachers need to know about (Mrs. E. J. E. Thorpe) 03:1031–36
Speech-teaching in schools for the deaf in the U. S., Statistics of (F. W. Booth) 1900:668–70
Speer, H. C., Discussion on Grading for country schools, +87:147–49
Speer, William, Discussion on Use and value of textbooks, 70:193
Spellers, Constitutionally bad (A. E. Wyckoff) 93:762–65
Spelling, Committee on, 71:43; 75:163; 89:575; 95:901; 96:798
—— Discussion on a Permanent Commission for Simplified: J. Carter, W. T. Harris, L. H. Jones, J. MacDonald, F. W. Parker, E. B. Prettyman, C. R. Skinner, S. Thompson, E. O. Vaile, 01:209–27
—— in high schools and colleges (F. A. March) 79:109–11
—— List of articles on, 1860 to 1906, 06:721–22
—— Report of Advisory Committee on Simplification of (W. H. Maxwell) 05:281–86
—— Report of the Committee on Amended 99:352–54
—— Rules for modified, 80:18
—— simpler, What can be most wisely done to hasten (E. B. Andrews) 06:148–53; (J. Geddes, Jr.) 153–57; Discussion: D. Felmley and others, 157–58
—— Simplification of English (C. P. G. Scott) 02:125–33; Discussion: C. G. Pearse, E. O. Vaile 140–44; Report of Committee on (E. B. Cox) 06:31; Resolutions for a new committee referred, 31
—— Simplified, Round-Table Conference on, 06:33, 148–58
—— Teaching, 74:282; 77:10, 179; 80:120–21; 81:85
Spelling, *see also* Orthography
Spelling reform (H.W. Brewster) 91:148–56; (T. R. Vickroy) 91:156–58; Discussion: W. Houston, H. H. Lincoln, Z. Richards, 158–61
—— Duty of our colleges to (W. G. Ballentine) 80:262–67
—— Etymologic objection to (S. S. Haldeman) 79:267–71
—— German, Report of Committee on (C. F. Raddatz) 77:122–38; 91:150

Spelling in England (E. JONES) **79**:260–65; Discussion, 266–67

—— in journalism (S. N. D. NORTH) **79**: 271–79

—— in public documents, **80**:260–61

—— The necessity for (T. R. VICKROY) **81**:88–93

—— Papers printed according to rules of, **80**:18

—— Relation of educators to (F. A. MARCH) **80**:146–51

—— Resolutions of the Minnesota State Teachers' Association on, **90**:38

Spelling Reform Association, **79**:249–83; **80**:257–67; **81**:271–79; **06**:658

SPENCE, CATHERINE H.—Value of the elementary school for the social virtues, **93**:278–84

SPENCER, ENOS.—Disciplinary value of bookkeeping as a study, **03**:741–46

Spencer, Herbert:—as a philosopher (W. ROSE) **04**:231–35; as an educational factor (A. E. WINSHIP) **04**:230; Four famous essays of (J. W. COOK) **04**:223–26; His influence on education (W. T. HARRIS) **04**:214–23; Individuality as manifested in his educational thinking (W. S. SUTTON) **04**:226–30; quoted, **80**:44; **95**:119–23

SPENCER, ROBERT C.—The Wisconsin public day schools for the deaf, **98**:1056–57; Discussion on Commercial schools, **04**: 716

SPENCER, Mrs. SARA A.—English in business schools, **97**:797–801; Relations of business to general education, **95**:873–78; World's need of business women, **93**: 800–3; Discussions on: Business schools, **96**:834; Correlation of business branches, **96**:803, 804; History in commercial course, **03**:725

SPIERS, FREDERIC W.—Ideals and methods of economic teaching, **01**:137–43

Spine, Influence of school life on curvature of the (R. T. MCKENZIE) **98**:939–44; Discussion: C. E. Ehinger, G. W. Fitz, G. E. Johnson, and others, 944–48

Spirit of the classics, The (Mrs. JOSEPHINE HEERMANS) **99**:154–62

Spiritual element in education, The (E. F. BARTHOLEMEW) **90**:696–701

Spoffard, A. R., Discussion on Libraries and schools, **98**:1014

SPRAGUE, HOMER B.—Place of literature in the college course, **87**:448–60; Response to welcome, **90**:88–89; Discussion on Relation of the state to school supplies, **88**:233–37

Spring, Edward A., Industrial education, **79**:221–22; **80**:19

SPRINGER, DURAND W.—Business education, **98**:857–63; Discussions on: Business high schools, **96**:810–11; Report of Committee of Nine, **04**:736

Springfield (Mass), Study of the first-year high-school pupils at (F. W. ATKINSON) **98**:903–10

SPROULL, WILLIAM O.—On what conditions should the degree of Doctor of Philosophy be given? **93**:156–59

Squires, W. F., Discussion on More day schools for the Indian, **05**:955

STABLETON, J. K.—How to increase attendance of boys at the high school, **03**:801–7; Public opinion and good schools, **03**:228–33

Standard course of study for elementary schools in cities (R. G. BOONE) **01**:303–18; Discussion: R. G. Boone, A. S. Draper, W. N. Hailmann, R. H. Halsey, C. A. McMurry, F. L. Soldan, M. A. Whitney, 318–20

Standards of local administration (G. B. MCCLELLAN) **05**:86–89

STANDING, A. J.—Best method of affecting transfers of Indian pupils, **02**:872; Literary and industrial education in Indian schools, **1900**:692–95

STANDISH, MYLES.—Facts and fallacies in the examination of school children's eyes, **03**:1020–23

Stanford, Leland, *In memoriam* (WILL S. MONROE) **94**:236–38

Stanley, Albert A., Letter of appreciation from Music Teachers' National Association, **85**:22–23

Starbuck, E. D., Discussion on Sex differentiation, **03**:790

STARK, A. B., —English in higher education, **77**:24–32

STARRETT, HELEN E.—Kindergarten work and mission—by an Outsider, **90**:547–54

State, The, and higher education (H. B. ADAMS) +**89**:262–77

—— Duty of the, in education (E. E. WHITE) **98**:204–7

—— Duty of the, in relation to the kindergarten (A. S. DRAPER) **92**:174–86

—— High schools and the (J. E. SEAMAN) **85**:173–80

—— in its relation to the defective child (F. B. BRANDT) **01**:876–80

State aid for education: How far may the state provide for the education of her children at public cost? (N. BATEMAN) **71**:26–30; (W. T. HARRIS) 30–37

State aid to higher education in Europe and America (J. SWAIN) **1900**:457–62; Discussion: I. W. Howerth, R. Jones J. K. Powers, 462–65

State and county superintendents, Round Table conferences of, **01**:293–94; **02**: 222–30; **03**:470–86; **04**:502–36; **05**: 452–79

State and education, List of articles on, 1859 to 1901, **06**:722–23

State Associations, Report of Committee on, **63**:37; Resolution on, **64**:140

—— Town, county, and for educational purposes (J. W. Bulkley) **64**:183–88

State board of education, Composition and duties of a, +**80**:94–96

State colleges *see* Agricultural colleges

State education in the West and Northwest, **1900**:461–62

State Exhibits, Report of the Committee on, at Madison, **84** pt. 1:89–95

State graded schools, **05**:238–40

State interest, Federal and, in higher education (R. B. Fulton) **01**:169–73

State normal school, Organization and function of the training-school in the (W. H. Bender) **03**:219–24

State normal schools, **99**:868–82

State organizations, Report of Committee on, **96**:969

State public school for dependent children, Laws relating to the establishment of a, +**80**:83–89

State school systems, **88**:187–88; Report of Committee on, **92**:793–98

State superintendents and summer institutes (S. M. Inglis) **97**:301–6

—— Round-Table conferences of, **96**:391–92; **97**:301–9

State supervision of degree-conferring institutions (H. W. Rogers) **97**:701–8; Discussion: J. H. Baker, 708

State Teachers' Association of Michigan, **06**:514–15

State teachers' associations organized before 1857 (Will S. Monroe) **06**:514–15

State universities, Coeducation in (R. H. Jesse) **04**:542–47

—— Normal departments in (G. C. Bibb) **80**:51–59

State university, The (J. H. Baker) **97**: 357–65; (Joseph Swain) **1900**:106–14

—— and the public high school (A. S. Cook) **88**:456–60

—— The function of the (R. H. Jesse) **01**:606–12; Discussion: J. H. Canfield, W. F. King, G. McA. Miller, W. L. Prather, 612–13

Statistical forms, Report of Committee on (T. W. Harvey) +**74**:1–11

Statistical report on children in public schools requiring special education, **05**: 909–10

Statistics, educational, Reforms needed in (Report, T. W. Bicknell) **85**:482–89; Discussion 489–91

Statistics of school attendance, Remarks on (W. R. Creery) **71**:225–26; Resolutions by W. T. Harris referred to a committee, 226–27; Discussion, 227–28; Report of committee, **72**:283–84

Statistics of school years of instruction preparatory to American college, **85**:204–7; French, 208; Prussian, 209–10

Stealing, **99**:595

Stearns, Eben S., Letter of regret, **81**:178–79; *In memoriam* (Mrs. S. B. P.) **87**:667–68

Stearns, J. W.—Correlation of subjects in elementary programs, **90**:200–6; Public schools and morality, **85**:81–90; Socratic element, **87**:66–69; Waste in elementary education, Report of the Committee on Elementary Education, **88**:300–6

Stebbins, Horatio.—Higher education, **88**:451–56

Stecher, William A.—Objects and methods of physical training, from the standpoint of the physical-training teacher, **04**:810–17

Steele, A. J. Normal-school work among the colored people, **89**:588–94

Steele J. Dorman *In memoriam*, **86**:250–55

Steele W. L.—To what extent should the high-school pupil be permitted to elect his work? **99**:331–36

Steere, E. A.—High school as a factor in mass education **90**:645–48

Steiner, L. H., Discussion on Brain culture +**75**:40–41

Stenographer, The education of a (Mrs. M. L. Veenfliet) **02**:696–701

Stenography and typewriting (I. S. Dement) **93**:798–800; as studies (W. H. Wagner) **03**:746–50

Stephens, H. Morse.—History in secondary schools, **96**:623–30; quoted, **95**: 367–68; Discussions on: College entrance requirements, **97**:654; Source-method in study of history, **97**:676 Teaching history, **96**:588

Stern, D. W., Discussion on Moral training in the public school, **86**:139–41

Sterrett, McBride.—Cosmic suicide, **92**:556–57

Stetson, C. B.—Drawing as an element of advanced industrial education, **76**: 273–81

Stetson, H. L.—Shorter college courses, **90**:668–70

Stetson, W. W.—The educational outlook, **98**:131–39; School surroundings,

03:96–97; Discussions on: Examinations, **02**:179, 180, 181; Township high school, **98**:318; Value of manual training, **05**:567

Stevens, B. J., Address of welcome, **84** pt. I:6–7; **84**: pt. II:18–19

Stevens, C. E., Discussion on Commercial courses, **02**:664

STEVENSON, FLORA C.—National education in Scotland, **93**:874–77

STEVENSON, LOUISA.—Women students at Scotch universities, **93**:877–79

STEVENSON, ROBERT WALLACE.—City and town supervision of schools, **84** pt. II: 283–92; Response to welcome, **92**:52–53; Should the state furnish books and appliances free? **88**:211–20; Discussion on Uniform plan for publishing statistics, +**74**:21, 22

Stevenson, Robert Wallace, *In memoriam* (E. E. WHITE) **94**:249–51

STEVENSON, WILLIAM C.—The advent of the commercial high school, **99**:1025–30; Qualifications of commercial teachers, **05**:671–74; Discussions on: Commercial mathematics, **03**:731; History in commercial course, **03**:726

Steward, Darius, Discussion on Work of the superintendent in small cities, **01**:280

STEWART, JOSEPH S.—Address of welcome at the Educational Congress of the Cotton States and International Exposition, **95**: 963–66; Discussion on Teachers for secondary schools, **99**:296–98

STEWART, N. COE.—President's address, Department of Music, **88**:629–33; **89**: 668–74; **95**:767–70; Resolutions on Singing, **92**:512–13; The rights of boys and girls in music education, **01**:718–20; Some helpful things concerning music in the public schools, **94**:953–56; What music instruction in public schools should be, **86**:580–89; Discussions on: Grade teacher and music, **05**:656; Music in public education, **92**:512

STEWART SARAH A.—Changes in Kindergarten plays and games, **93**:328–31

Stewart, William M. Remarks on a National normal school, +**88**:12; Discussion on Relation of our public schools to the general government, +**87**:188–91

Stickney, Miss J. H., Discussion on Practice schools, **72**:222–23

STICKNEY, LUCIA.—The homes of our downtown children, **99**:388–92; Incidental method of moral instruction, **96**: 414–18; Discussions on: Ideal school, **01**:489; Literature, **98**:690; Religious education, **03**:361–62; Settlement work, **99**:395

"Still hunt," The (SARAH C. BROOKS) **97**: 291–92

STIMSON, J. WARD.—Development of art instinct, **93**:466–72; Discussions on: Drawing from the flat, **93**:462; Studying art, **93**:473

STITT, EDWARD W.—School and business arithmetic, **1900**:566–72; Discussion on At what age should the student begin business subjects, **02**:666

Stockholm, Needlework in the public schools of (Mrs. H. LUNDIN) **93**:911–14

STOCKWELL, THOMAS B.—The American Educational Exhibit of 1892, **90**:428–30; Discussion on Compulsory attendance, **93**:82

Stockwell, Thomas Blanchard, *In memoriam* (D. W. HOYT) **06**:318–22

Stone, Miss, Discussion on Physical training, **05**:772

Stone, A. P., Discussion on Early withdrawal of pupils from schools, **72**:271

Stone, Edith M., Discussion on Early withdrawal of pupils from schools, **72**: 273

STONE, JAMES M.—Nature-study and drawing in the public schools, **1900**:524–30

STONE, KATHRYN E.—What should constitute a course of music for county institutes? **99**:994–97

STONE, M. S.—Request for teachers for the Philippines, **01**:294

STONE, ROY.—Country schools and country roads, **96**:198–200; Discussion on Compulsory education, **93**:82

STONEROAD, REBECCA.—Physical training in grammar schools, **05**:768–72; Physical training in the public schools, **97**:900; Discussion on Play in physical education, **98**:956

Storey, T. A., Discussion on Exercise **99**:1074

STORM, A. V.—Discipline as the result of self-government, **94**:764–72; Discussion on Physical geography, **95**:622

STORY, ALLEN C.—Address of welcome, **87**: 53–56

Story, William E., Discussion on Algebra or geometry first in secondary schools, **93**:224

Story-telling (N. A. SMITH) **89**:453–55, 463

Stout, J. H., Discussions on: Manual training, **01**:269; Parents of deaf children, **02**:850

STOUT, KATE D.—Organization of training-schools and practice teaching, **95**:700–6

STOVAL, ANNA M.—Music in the kindergarten, **99**:559–63

STOWELL, THOMAS B.—Training of teachers, **94**:115–20; Discussion on Higher academic degrees in pedagogy, **93**:442–43

Strachan, A., Discussion on Ancient classics, **02**:467

STRAIGHT, H. H.—Normal-school problem, **83**:79–83

STRATTON, C. C.—Discussions on: Discipline most valuable for citizenship, **88**: 125–26; Higher education on the Pacific coast, **88**:460–61

STRAUBENMÜLLER, GUSTAVE.—Teaching our language to non-English-speaking pupils, **05**:413–19

Strauss, W. M., Remarks on Writing, **94**: 725

STRONG, FRANK.—The effects of athletics on the morals of the college, **04**:564

STRONG, JAMES W.—Address of welcome, **90**:81–82; The relation of the Christian college, **87**:152–57

STRONG, WILLIAM.—Instruction in governmental ideas, +**79**:65–69

Student life in colleges and universities, Honor in (C. A. SMITH) **05**:486–94

Students, Co-operation of, in college government (E. D. WARFIELD) **94**:816–17

—— fitted for college at sixteen or seventeen years of age, **97**:655

—— Morals and manners of (G. HARRIS) **03**:517–21; (W. J. TUCKER) 521–26; (W. F. SLOCUM) 526–31; (T. F. GAILOR) 531–36; Discussion: J. Swain, G. S. Hall and others, 536–37

—— Self-government of (S. H. PEABODY) **89**:539–46

Studies, as constants in secondary schools, and in the freshman and sophomore years of college (J. M. GREEN) **98**:702–7; Discussion: J. M. Davis, Dr. Green, A. T. Ormond, C. C. Ramsey, A. R. Robinson, F. Thilly, 707–9

—— The common school (A. J. RICKOFF) **81**:22–28

—— Correlation of (J. W. STEARNS) **90**: 200–6

—— Concentration of, as a means of developing character (C. DEGARMO) **96**:309–15; Discussion: B. A. Hinsdale, 315–16

—— Educational value of each of the common school (J. H. HOOSE) **85**:224–32; Discussion, 232–34

—— Elective, List of articles on, 1874 to 1905, **06**:680–81

—— Group system of college (A. COHN) **94**:807–8

—— Necessity for five co-ordinate groups of (W. T. HARRIS) **96**:287–96; Discussion; H. T. Lukens, 296–98

—— Order of subjects with reference to laws of growth (M. B. PHILLIPS) **86**:532–37

—— Organic relations of, in human development (W. N. HAILMANN) **96**:325–38

—— Principles of co-ordination of (C. DEGARMO) **95**:87–96

—— Report of the Committee on Educational Value of Common School (J. H. HOOSE) **86**:403–6; (W. H. PAYNE) **86**: 406–7; (E. BROOKS) **86**:407–19

—— Report of the Subcommittee on the Correlation of, in elementary education (W. T. HARRIS) **95**:287–333; Dissents: (J. M. GREENWOOD) 333–36; (C. B. GILBERT) 336–40; (L. H. JONES) 341–42; (W. H. MAXWELL) 343; Discussion: N. M. Butler and others, 343–50

—— Revision of the common-school curriculum (M. A. NEWELL) **81**:80–86

—— What correlations of, seem advisable (C. B. GILBERT) **96**:299–307; Discussion: W. P. Burris, 307–9

—— What, to review in high school (J. W. CRABTREE) **99**:611–15

Study, J. N., Discussion on Promotions, **99**:374

Study, Equivalents in a liberal course of (W. T. HARRIS) **80**:167–75

—— Isolation and unification as bases of (E. E. WHITE) **96**:316–24; Discussion: C. A. McMurry, F. M. McMurry, 324–25

—— of education in the university (E. E. BROWN) **99**:828–34

—— of English composition as a means of acquiring power (G. ALEXANDER) **05**: 407–11

—— of history in our public schools (N. C. DOUGHERTY) **97**:58–67

—— of local industry and trade (J. L. TILDSLEY) **05**:682–88

—— What constitutes a practical course of (E. A. SINGER) **80**:108–27

Study period, Suggestions for improvement of the (F. M. MCMURRY) **06**:102–8

Stumpf, Karl, Sketch of (H. SCHWARTZ) **06**:425–27

Stuttering, Application of the laws of physical training to prevent and cure (E. M. HARTWELL) **93**:739–49; Discussion, 750

Subject-matter, Mental effects of form in (J. H. HOOSE) **90**:753–55

—— of high-school physics (A. L. FOLEY) **04**:865–70

Subjects, Classified lists of, **06**:661–730

Subnormal children, Some laboratory investigations of (M. R. CAMPBELL) **04**: 744–54; **05**:907

Suder, Henry, Physical training in the public schools, **97**:903–4

Suggestions for improvement of the study period (F. M. MCMURRY) **06**:102–8

Sullivan, Miss, How Helen Keller was taught, **93**:302–3

SULLIVAN, CHRISTINE GORDON.—Aim of art instruction, **92**:499–505; Art instruction in the high school, **90**:640–45; Influence of art education, **94**:894–900; Discussion on Moral value of art education, **90**:154–56

Sullivan, Christine Gordon, *In memoriam*, **1900**:727–28

SULLIVAN, JAMES.—Leader of History Conference, **03**:484; What facts of history should be taught in secondary schools, **05**:460

SULLY, JAMES.—Dreaming and poetic invention, **93**:730–37

Summer institutes, State superintendents at (S. M. INGLIS) **97**:301–6

Summer schools, Professional training of teachers in (E. E. WHITE) **94**:100–6

—— University, **05**:302

Super, C. W., Discussions on: Attic Greek or Homer? **97**:670; College-entrance requirements too high, **97**:661; Twofold translation, **97**:664

Superintendence, City (J. W. AKERS) +**86**:160–67

Superintendence, Department of 66:71–80; **68**:39–60; **69**:26–31; **71**:213–28; **72**:245–84; **73**:244–70; **74** Appendix: 1–11; +**74**:3–77; **75**:189–90; +**75**:3–114; **76**:291–92; **77**:253–61; +**77**:105–92; **79**:223; +**79**:3–102; **80**:235–36; +**80**:3–111; **81**:252; +**81**:3–79; +**82**:3–112; +**83**:3–81; **84** pt. II:283–92; +**84**:3–176; **85**:160–91; **86**:335–50; +**86**:81–169; **87**:511–38; +**87**:3–200; **88**:515–43; +**88**:3–165; **89**:613; +**89**:3–300; **90**:367–542; **91**:381–525; **92**:561–743; Congress of, **93**:67–86; **94**:252–592; **95**:213–429; **96**:231–392; **97**:195–316; **98**:303–488; **99**:251–379; **1900**:183–296; **01**:189–348; **02**:151–305; **03**:139–300; **04**:173–332; **05**:155–270; **06**:29–214

—— —— Historical sketch (E. E. WHITE) **01**:233–36

—— —— Meetings of, by years:

1866, first meeting February, Washington, D. C.
August, Indianapolis, Ind.
1867, no meeting
1868, August, Nashville, Tenn.
1869, August, Trenton, N. J.
1870, no meeting
1871, August, St. Louis, Mo.
1872, August, Boston, Mass.
1873, August, Elmira, N. Y.
1874, January, Washington, D. C.
August, Detroit, Mich.
1875, January, Washington, D. C.
August, Minneapolis, Minn.
1876, July, Baltimore, Md.
1877, March, (Special meeting) Washington, D. C.
August, Louisville, Ky.
December, Washington, D. C.
1879, February, Washington, D. C.
July, Philadelphia, Pa.
1880, February, Washington, D. C.
July, Chautauqua, N. Y.
1881, February, New York
July, Atlanta, Ga.
1882, March, Washington, D. C.
1883, February, Washington, D. C.
1884, February, Washington, D. C.
July, Madison, Wis.
1885, February, New Orleans, La.
July, Saratoga Springs, N. Y.
1886, February, Washington, D. C.
July, Topeka, Kans.
1887, March, Washington, D. C.
July, Chicago, Ill.
1888, February, Washington, D. C.
July, San Francisco, Cal.
1889, March, Washington, D. C.
July, Nashville, Tenn.
1890, February, New York City
1891, February, Philadelphia, Pa.
1892, February, Brooklyn, N. Y.
1893, February, Boston, Mass.
1893, July, Chicago, Ill.
1894, February, Richmond, Va.
1895, February, Cleveland, Ohio.
1896, February, Jacksonville, Fla.
1897, February, Indianapolis, Ind.
1898, February, Chattanooga, Tenn.
1899, February, Columbus, Ohio
1900, February, Chicago, Ill.
1901, February, Chicago, Ill.
1902, February, Chicago, Ill.
1903, February, Cincinnati, Ohio
1904, February, Atlanta, Ga.
1905, February, Milwaukee, Wis.
1906, no meeting

—— —— organized, **06**:524–25

—— —— The past and future work of the (J. M. GREENWOOD) **01**:227–32; Discussion: F. B. Cooper, 232–33

—— —— Place of meeting:

Atlanta, Ga., July, 1881; February, 1904
Baltimore, Md., July, 1876
Boston, Mass., August, 1872; February, 1893
Brooklyn, N. Y., February, 1892
Chattanooga, Tenn., February, 1898
Chautauqua, N. Y., July, 1880
Chicago, Ill., July, 1887; July, 1893; February, 1900; February, 1901; February, 1902
Cincinnati, Ohio, February, 1903
Cleveland, Ohio, February, 1895
Columbus, Ohio, February, 1899
Detroit, Mich., August, 1874
Elmira, N. Y., August, 1873
Indianapolis, Ind., August, 1866; February, 1897
Jacksonville Fla. February, 1896

Louisville, Ky., August, 1877
Madison, Wis., July, 1884
Milwaukee, Wis., February, 1905
Minneapolis, Minn., August, 1875
Nashville, Tenn., August, 1868; July, 1889
New Orleans, La., February, 1885
New York City, February, 1881; February, 1890
Philadelphia, Pa., July, 1879; February, 1891
Richmond, Va., February, 1894
St. Louis, Mo., August, 1871
San Francisco, Cal., July, 1888
Saratoga Springs, N. Y., July, 1885
Topeka, Kan., July, 1886
Trenton, N. J., August, 1869
Washington, D. C., February, 1866; January, 1874; January, 1875; March and December, 1877; February, 1879; February, 1880; March, 1882; February, 1883; February, 1884; February, 1886; March, 1887; February, 1888; March, 1889
—— —— *Proceedings* to be regularly printed with Association *Proceedings*, **90**:32
—— —— Proposed Constitution for the, **02**:151–52
—— —— Report of Committee on Resolutions, New York meeting, **90**:375–76; Chattanooga meeting, **98**:306–7; Columbus meeting, **99**:256–57
—— —— Resolution on publication of *Proceedings*, **90**:374
—— —— Round-Table Conference, **02**:298–305
Superintendence, School, in cities, Report of Committee on City School Systems (E. E. White) **90**:309–15
—— —— Popular criticisms and their proper influence upon (M. E. Gates) **90**:468–79; Discussion: J. Allen, 479–81
Superintendency, The development of the (C. F. Adams) **80**:61–76
—— The county (J. W. Holcombe) **85**:162–70; Discussion, 171–72
Superintendent, The, and the teacher (J. E. Bradley) +**88**:135–43
—— as a man of affairs (W. H. Maxwell) **04**:259–64
—— as an organizer and executive (R. E. Denfeld) **1900**:287–94; Discussion: E. H. Mark, 294–96
—— How a state, can best advance popular education (E. E. Higbee) +**84**:76–80
—— How can the, improve the efficiency of the teachers under his charge (J. W. Cook) **1900**:276–87
—— How the, may correct defective classwork and make the work of the recitation teach the pupil how to prepare his lesson properly (W. T. Harris) **06**:341–51
—— Influence of, on the course of study (W. H. Elson) **04**:188–94
—— Limitations of authority of, **04**:152
—— The most effective use of time of a (A. B. Blodgett) **03**:224–27; Discussion: Z. H. Brown, C. S. Foos, J. F. Keating, 227–28
—— Qualifications of a (I. H. Peres) **01**:825–28
—— Relation of a board to its (W. S. Mack) **96**:980–87
—— The relation of the, and the teacher to the school (A. E. Winship) +**88**:143–44; Discussion, 144–45
—— What he is not (A. E. Winship) **99**:307–9
—— The work of the city (T. M. Balliet) +**89**:182–90
—— The work of the, in small cities in developing greater efficiency in the teaching force, **01**:280–85
Superintendent's authority, The, and the teacher's freedom (O. T. Corson) **06**:80–86
Superintendents, and musical instruction (L. W. Day) **88**:658–61
—— Discussion on Appointment and tenure of office of, **93**:77–78
—— Duties of city (A. Gove) **84** pt. III:26–33; Discussion, 34–35
—— Duties of county (D. L. Kiehle) +**86**:89–93
—— of smaller cities, Round Table of, **06**:124–32
—— Power and duties of state (N. C. Schaeffer) **95**:350–57, 359; Discussion: J. R. Preston, A. E. Winship, and others, 357–59
—— Relation between school boards and (J. H. Binford) **73**:248–52
—— Relations and duties of county, to teachers (E. B. McElroy) **86**:337–45
—— What can school, do to advance proper musical instruction (L. W. Day) **88**:658–61
Superintendents' Conference, Department of Indian Education, **02**:881–85
Superintendents' Department, *see* Superintendence, Department of
Supervising influence of grammar-school principals, How can the, be improved? (L. H. Jones) **06**:112–14; Discussion: C. M. Jordan, C. N. Kendall, 114–17
Supervision as viewed by the supervised (Sarah L. Brooks) **97**:225–32; Discussion: S. L. Arnold, J. W. Carr, C, F. Carroll, F. L. Cooper, F. L. Soldan, A. E. Winship, **97**:233–38
—— Best system of state school (W. Easton) +**87**:156–60; Discussion: J. L. Buchanan, R. Edwards, and others, 160–73

Supervision, City and county (E. E. HIGBEE) +87:102–5; Discussion: W. H. Bartholomew, W. R. Comings, H. S. Jones, A. G. Lane, and others 105–13

—— City and town (R. W. STEVENSON) 84 pt. II:283–92

—— Discussion on: J. W. Bulkley, W. E. Crosby, D. B. Hagar, J. M. Olcott, E. E. White, 68:43–44

—— —— C. G. Edwards, Gen. Eaton, Dr. Patton, H. R. Sanford, and J. H. Smart, +83:73–76

—— Efficient school (J. M. GREENWOOD) 88:519–23; Discussion: R. K. Buehrle, M. Chidester, and others, 523–28

—— Expert (I. W. HILL) 04:321

—— Extent, methods and value of, in a system of schools (H. F. HARRINGTON) 72:245–57; Discussion, 257–60

—— Kind of, most needed (HENRY SABIN) 97:127–32

—— List of articles on, 1860 to 1906, 06: 723–26

—— of city schools (W. H. MAXWELL) 94: 310–21; Discussion: C. W. Cole, J. A. Shawan, 322

—— of country schools (D. J. WALLER) 94:368–72; Discussion: J. W. Dickinson, J. MacDonald, 372–74

—— of private schools by the state or municipal authorities (J. C. MACKENZIE) 93:183–90

—— of rural schools, Discussion on: N. C. Dougherty, N. C. Schaeffer, C. R. Skinner, 98:576

—— —— Report of Subcommittee on (LAWTON B. EVANS) 97:434–56

—— of the public schools in the South (C. D. MCIVER) 98:325–28; Discussion: O. Ashmoore, G. LeR. Brown, J. S. Wilson, 328–30

—— Report of Committee on City-School Systems, 84 pt. III:19–24; Discussion, 24–26

—— Report of Committee on State, 85: 439–43; Discussion, 443–46

—— School, in the U. S. and other countries compared (J. HANCOCK) 87:512–20; Discussion: J. W. Akers, 521–29

—— —— Congress of, 1893, Titles of papers read at the, 06:652

—— Specific aims and methods employed in, +83:73–81

—— State, What plan of organization and administration most effective in (J. W. PATTERSON) 90:432–39; Discussion: J. Hancock, D. L. Kiehle, and others, 439–46

—— Tendencies in 84 pt. II:68–70

—— What is the true function of (C. A. BABCOCK) 96:242–47; Discussion: J. H. Phillips, F. Treudley, 247–50

Supervisor, Duties and privileges of (SARAH LOUISE ARNOLD) 98:228–36

—— from the standpoint of the grade teacher (N. G. PETTIGREW) 01:709–14

—— Influence of the (ADA VAN S. HARRIS) 06:117–21

—— Province of the (L. H. JONES) 97: 217–24

Supervisors and special teachers, Salaries of, Com. Sal., 05:54–70

Supervisors and supervision (W. H. AIKEN) 01:714–18

Supplementary education, 05:304

Supply of teachers: Rural schools, Discussion on: J. W. Cook, C. B. Gilbert, 98: 578

SURETTE, THOMAS WHITNEY.—Relation of music to life, 01:181–88

Surroundings of rural schools (C. R. SKINNER) 03:89–96

Sutcliffe, ——, Discussion on Compulsory attendance, 83:83

SUTTON, WILLIAM SENECA.—Course of pedagogical study as related to professional improvement in city teachers, 96: 338–45; Herbert Spencer's individuality as manifested in his educational thinking, 04:226–30; Discussion on Grading and promotion, 98:432–34

SWAIN, JOSEPH.—Response to address of welcome, 02:52; State aid to higher education in Europe and America, 1900: 457–62; The state university, 1900:106–14; University ideals at Stanford, 97:366–73; Discussions on: College entrance, 99: 630–31; College-entrance requirements, 97:315; Continuous sessions, 99:827; Educational progress, 03:340; What should the high school do for the graduate of the elementary school? 96:362–64; Memorial remarks on Emerson E. White, 03:373

SWART, ROSE C.—*In memoriam* George Sumner Albee 99:233–34

SWAYZE, MINNIE.—Æsthetics of education, 76:231–36

SWEARINGEN, JOHN E.—Higher education of the blind, 1900:671–74

Sweden, Education for artistic handicraft in (CARL LIDMAN) 04:667–70

—— Education in (C. J. MEJERBERG) 76: 47

—— Manual training in (CARL LIDMAN) 04:600–3

—— Public educational system of (N. G. W. LAGERSTEDT) 93:289–94

—— State aid to education in, 1900:457–58

Swedish Educational Exhibit and its relations to the schools of Sweden (N. G. W. LAGERSTEDT) **04**:349–54

SWETT, JOHN.—Examination of teachers, **72**:71–82; Relation of the state to school books and appliances, **88**:198–201; Response to Address of welcome, **99**:62–63

SWIFT, EDGAR JAMES.—Heredity and environment: A study in adolescence, **98**:910–16

Swing, David, *In memoriam*, **95**:209

Switzerland, Popular education in (J. HITZ) +**79**:8–20; Discussion, 20–22

Syllabus for English literature in secondary schools (CHARITY DYE) **98**:678–81

—— of a course in English (W. F. WEBSTER) **98**:681–86; Defense of, 687–90; Discussion, 690

Symposium on the educational theories and works of Herbert Spencer, **04**:214–35

—— Subjects for investigation, **05**:320–28

Syracuse University, Ph.D. degree at, **93**:160

Systems, City-school, List of articles on, 1874 to 1905, **06**:670–71

Systems of public instruction in European and American cities compared (J. D. PHILBRICK) +**74**:62–69

T

Table of courses of study compiled from catalogs of normal schools, **94**:830–31

Table showing extent of admission of normal graduates to universities, **94**:832

Tabular statement of normal schools, **94**:826–29

TADD, J. LIBERTY.—Art education and manual training, **94**:900–6; Manual-training methods in Philadelphia public schools, **94**:886–91

Taggart, J. R., Discussion on Progress of manual training, **89**:635

Talbot, Henry, Discussion on Art education, **95**:821

Talbot, Henry P., Discussion on Chemistry from the college standpoint, **03**:877

TANAKA, FUJIMARO.—Newspapers and education in Japan, **76**:69–70

TANNER, AMY E.—Relation of the child's development to control of him, **05**:734–40

TAPPAN, ELI TODD.—Address of welcome, **71**:12–13; Closing remarks, **71**:87; Complexity of causes, **80**:163–67; Examination of teachers, **83**:3–11; Response to welcome, **83**:v–vi; The university, **82**:1–16; Discussions on: College degrees, **72**:230; Moral training, +**88**:99; Oral teaching, **84** pt. III:17; Place and function of the academy, **85**:456; Relation of university, college, and higher schools to public education, **87**:173; Requirements for admission to college, **84** pt. III:40; School discipline, **70**:147–48

Tappan, Eli Todd, *In memoriam*, **89**:44–45; (JOHN HANCOCK) 363–65

TAPPER, THOMAS.—The future development of school music, **02**:633–40; What power does the child gain thru music study? **99**:981–86

TARBELL, HORACE S.—Examinations as tests for promotion, **87**:107–11; *In memoriam* Norman A. Calkins, **96**:218–22; John Krauss, **96**:229–30; Report of Committee on Resolutions, Department of Superintendence, **99**:256–57; Report of the Subcommittee on the Training of teachers, **95**:238–53; Who shall appoint teachers, and on whose nomination? **93**:78–80; Discussions on: City-school systems, **90**:460–63; Report of Committee of Ten, **94**:665; Training of teachers, **95**:259

Tarbell, Horace Sumner, *In memoriam* (WALTER B. JACOBS) **05**:332–34

TASH, THOMAS.—Free textbooks for free schools, **88**:220–25

TATE, J. N.—What is Minnesota doing for her deaf children? **02**:836–40

Taubman, Kate, *In memoriam*, **02**:899

Taxation and teacher's salaries (A. G. LANE) **02**:323–28; Discussion: N. M. Butler, J. N. Greenwood, and others 328–31

Taxation as Related to Public Education Report of the Committee on; Special publication, July, 1905, 87 pp. Referred to in this Index as **Com. Tax., 05**

—— —— Table of contents of, **06**:658

Taxation for school purposes (N. C. SCHAEFFER) **02**:314–23; Discussion: N M. Butler, J. N. Greenwood, and others 328–31; (N. C. SCHAEFFER) **Com. Tax., 05**:37–44. In Pennsylvania, 69–74

—— Comparative statistical study of school maintenance in North Carolina and the South (C. L. COON) **Com. Tax., 05**:45–69

—— Laws and funds raised for schools **Com. Tax., 05**:50–58

—— List of articles on, 1866 to 1905, **06**:686

—— Method of, for school purposes in Indiana (J. W. CARR) **Com. Tax., 05**:75–86

—— Methods of school, in New York City (W. H. MAXWELL) **Com. Tax., 05**:31–37

TAYLOR, ALBERT REYNOLDS.—Address as president of Normal Department, **87**:469–71; Recitation estimates, **90**:744–49; Report of Committee on Methods of In-

struction in Normal Schools, **86**:393–402; Report of Committee on Prize Essays on School Hygiene, **01**:356; Discussions on; Biological science and education, **98**:175; Report of Normal-School Committee, **97**:717, 719; The training-school in the U. S., **98**:756

Taylor, Mrs. Benj. F., Discussion on School administration, **97**:971–74

Taylor, George H., Discussion on Methods of teaching music, **99**:988

TAYLOR, HELEN.—The importance of a right beginning, **99**:1162–65

Taylor, Henry J., *In memoriam*, **02**:899

TAYLOR, HENRY LING.—Exercise and vigor, **98**:933–39

Taylor, Joseph S., Discussion on Federation of colleges, **98**:727

Taylor, Robert L., Address of welcome, **89**:57–58

Teacher, The, and the librarian (N. C. SCHAEFFER) **06**:355–61

—— and the parent (Mrs. JENNIE S. MCLAUCHLAN) **90**:608–12

—— and the school (J. L. SPALDING) **96**:162–74

—— as an artist (Z. RICHARDS) **63**:69–80

—— as an expert (R. G. BOONE) **94**:857–67

—— as a social-economic power (R. P. HALLECK) **01**:143–48

—— as a traveler (LILLIE A. WILLIAMS) **98**:247–49

—— The freedom of (C. B. GILBERT) **03**:164–73; Discussion: J. Richeson, J. H. Van Sickle, 174–77

—— in the manual-training school (W. A. EDWARDS) **99**:905–10

—— Nervous force of (MARA L. PRATT) **96**:929–36

—— Organization and system *vs.* Originality and individuality on the part of (H. SABIN) **90**:228–34; Discussion: W. H. Anderson, C. W. Bardeen, and others, 234–41

—— Personal and acquired gifts of (H. B. BUCKHAM) **76**:196–203

—— Profession of (W. R. ABBOTT) **74**:23–42

—— Professional obligations and duties of (E. BROOKS) **94**:186–91

—— Relation of the superintendent and, to the school (A. E. WINSHIP) +**88**:143–44

—— Relation of, to the reforms of today (F. E. WILLARD) **75**:181–86; Discussion: J. Hancock, J. B. Merwin, E. E. White, and others, 186–88

—— Substitution of, for the textbook (J. M. RICE) **95**:562–69; Discussion: J. McGinnis, 570

—— The superintendent and (J. E. BRADLEY) +**88**:135–43

——Training of, in the South (A. D. MAYO) **89**:597–607; Discussion, 607–9

—— Training of the high school (EOLINE CLARK) **94**:781–87

—— What makes, what mars (C. HARRISON) **94**:136–42

Teacher's academical and professional preparation (B. A. HINSDALE) **91**:713–18

—— freedom, The superintendent's authority and the (O. T. CORSON) **06**:80–86

—— independence, Limitations of the (A. GOVE) **04**:152–57

—— knowledge *vs.* scholar's knowledge (W. W. PARSONS) **03**:547–54; (D. E. SMITH) **03**:554–60; Discussion: F. A. Cheney, J. W. Cook, H. L. Johnson, G. Karr, F. M. McMurry, F. L. Soldan, 560–66

—— practical application of the results of child-study (F. E. SPAULDING) **03**:761–66; Discussion: G. E. Johnson, Ida C. Bender, 766–69

—— social position, **84** pt. II:50–51

—— sympathy with children (Mrs. R. D. RICKOFF) **79**:186–90

—— tenure of office, **84** pt. II:51–52

—— work, How to test the quality of a (W. C. WARFIELD) **95**:218–21; (A. GOVE) **95**:222–24; Discussion: C. W. Cole, F. D. Cooper, W. W. Chalmers and others, 224–31

Teachers already in the service, Best means of improving (W. MCK. VANCE) **06**:126–30; Discussion: E. Holton, 131–32

Teachers and Schools, Committee on, **75**:16

Teachers and Superintendents, Convention of, at Philadelphia, 1849, **06**:467–71

Teachers and Teachers' Places, Committee on, **70**:96; **72**:27

Teachers educated to the value of manual training (F. M. MCMURRY) **05**:563–67

—— Efficient and inefficient (F. L. SOLDAN) **99**:298–306; Discussion: R. K. Buehrle, J. W. Carr, C. W. Deane, 306–7

—— Employment and dismissal of (E. E. ROSLING); **99**:1118–23; Discussion: Sam F. Smith, 1123

—— Examination of (J. SWETT) **72**:71–82; Discussion: S. S. Greene, B. G. Northrop, and others, 82–84; +**80**:103; (E. T. TAPPAN) **83**:3–11; (M. A. NEWELL)+**89**:217–19; Discussion: L. W. Day, E. E. Higbee, H. A. Wise, and others, 219–29

—— Examination and certification of (A. J. RICKOFF) +87:46–58
—— Higher standards in the employment of (F. P. VENABLE) 04:319–20; (M. L. BRITTAIN) 320–21
—— How can the superintendent improve the efficiency of (J. W. COOK) 1900:276–87
—— How to awaken an interest for good (W. W. PARSONS) 87:250–53
—— How to improve the qualifications of (W. T. HARRIS) +82:98–105
—— How to improve the work of inefficient (F. A. FITZPATRICK) 93:71–77
—— How to make good, out of poor ones (W. T. HARRIS) 99:310–14
—— Importing, from without a town or city (S. T. DUTTON) 04:322–26
—— Improvement of, by classes (E. BARNES) 95:173–78; by reading-circles (L. H. JONES) 95:179–84; Discussion: J. M. Green, J. R. Kirk, F. W. Parker, Mrs. A. J. Peavey, N. C. Schaeffer, 184–92; by institutes (A. S. OLIN) 95:165–73; by courses of pedagogical study (W. S. SUTTON) 96:338–45
—— Improvement of rural (S. S. PARR) 94:527–33
—— in Germany, The preparation of (Dr. L. BAHLSEN) 04:140–45
—— in service, University extension for (R. H. HALSEY) 04:294–98
—— Individuality of (J. M. DEWBERRY) 89:493–96; Necessity and means of developing (S. B. TODD) 91:665–73
—— Influence of men and women (G. BELL) 03:809–11
—— Licensure of (Discussion) 89:366–69
—— List of articles on, 1860 to 1905, 06:726–27
—— Literature for (H. W. MABIE) 92:157–61
—— Means available for preparation of (H. SABIN) 91:505–18; Discussion: W. H. Beach, A. P. Marble, and others, 518–25
—— Means of providing the mass of, with professional instruction, 70:29–32; Discussion: E. C. Delano, B. C. Hobbs, and others, 33–39
—— Method as related to the preparation of, 99:723–26
—— Non-progressive and retrogressive (J. M. GREENWOOD) 94:383–87
—— now at work in the schools, Improvements of (F. W. PARKER) 94:442–51
—— of elementary schools, Resolutions of sympathy with, 68:37
—— Pensions of, **Com. Sal.,** 05:177–84
—— Physical training of, 93:389–91
—— Powers and duties of officers and absolute and relative (J. M. GREEN) +87:94–98
—— preparation of, The local training school as an agency for the (W. F. GORDY) 06:124–25; Discussion: W. G. Benedict and others, 125–26
—— —— to qualify them for giving instruction in industrial work in rural schools, **Com. Indust.,** 05:54–57
—— Professional culture of (J. M. GREENWOOD) 05:325–28
—— Professional degrees for (J. C. GILCHRIST) 79:114–19; Discussion: E. Brooks, T. M. Marshall, and others, 119–21
—— Professional instruction of (S. H. WHITE) 70:29–32
—— Professional spirit of secondary (T. B. HASLOP) 94:758–63
—— Professional training of, *see* Training of, *below*
—— Providing better (J. W. CARR) 05:180–84
—— Qualification and supply of, for city public schools (W. E. ANDERSON) 91:422–30; Discusson: A. B. Blodgett, L. O. Foose, and others, 431–43
—— Qualifications of, how determined (A. S. DRAPER) +88:58–66; Discussion: R. K. Buehrle, D. L. Kiehle, E. E. Higbee, 66–69
—— Reading-circles for (J. ALLEN) +86:93–96
—— The school board and the (W. A. HUNT) 1900:625–31
—— Sex of, in high and elementary schools, **Com. Sal.,** 05:52–54
—— Shall teachers be pensioned? (J. E. CLARK) 96:988–95; Discussion, 995–96
—— Supply of, for rural schools, Report of Subcommittee on, 97:456–73.
—— —— for ungraded schools, 95:467–71
—— —— Sources of, in city schools (A. GOVE) 94:374–77
—— Tenure of office of (E. E. HIGBEE), 87:307–11; Discussion: B. A. Hinsdale, and others, 311–13; (B. W. WRIGHT) 98:996–99; **Com. Ind.,** 05:151–62; tables, 163–76
—— Tenure of office and maintenance of (H. R. WAITE) 85:122–37; Resolution, 85:19
—— The training of (F. W. PARKER) 95:969–72; (JAMES E. RUSSELL) 02:247–49
—— —— Co-ordination of the normal school and the university in (C. DEGARMO) 92:411–14; (F. M. MCMURRY) 05:540–41
—— —— for Indian schools (C. B. DYKE) 1900:696–98

Teachers for secondary schools (J. E. RUSSELL) **99**:285–96; Discussion: J. S. Stewart, 296–98

—— —— —— (J. E. RUSSELL) **01**:636–41; Discussion: G. H. Locke, and others, 641–45

—— —— —— Co-operation of universities and normal schools in the (E. N. HENDERSON) **05**:546–51; (Z. X. SNYDER) 551–55

—— —— for white schools (C. D. McIVER) **1900**:481–82

—— —— in actual service (T. M. BALLIET) **94**:377–82

—— —— in high schools in Sweden (E. OSTERBERG) **93**:60–65

—— —— List of articles on, 1864 to 1905, **06**:707–11

—— —— Methods of, at the Westminster Training College (J. H. COWHAM) **93**:401–5; Discussion, 405–8

—— —— Normal, for elementary schools (K. N. T. TUPPER) **88**:369–77; Discussion: W. H. Bartholomew, 377–78

—— —— Professional (D. A. LATHROP) **75**:138–45; Discussion, 146–47; (D. J. GOGGIN) **91**:193–209; (Mrs. E. L. HAILMANN) **92**:272–78

—— —— —— by educational publications (J. A. MACDONALD) **94**:106–14

—— —— —— Congress of, 1893, Titles of papers read at the, **06**:653–54

—— —— —— for secondary schools (E. P. HUGHES) **93**:217–21

—— —— —— in colleges (S. G. WILLIAMS) **94**:93–100

—— —— —— in normal schools (J. W. COOK) **94**:86–93

—— —— —— in summer schools (E. E. WHITE) **94**:100–6

—— —— Report of the Subcommittee on (H. S. TARBELL) **94**:238–53; Discussion: A. B. Blodgett, J. W. Cook, and others, 253–59

—— —— so that they may co-operate with librarians (MAE E. SCHREIBER) **97**:1008–14; Discussion, 1014

—— What should be the basis for the promotion of and the increase of salaries (J. H. VAN SICKLE) **06**:177–83

—— What the normal schools can do for, on the library side (IRENE WARREN) **01**:841–47

—— Who shall appoint, and on whose nomination? (H. S. TARBELL) **93**:78–80; Discussion: C. B. Gilbert, 81–82

—— Why they should organize (MARGARET A. HALEY) **04**:145–52

Teachers, University Association of Women (CONSTANCE ELDER) **93**:865–70

Teachers' Aid Society of San Francisco (N. E. OWENS) **88**:671–75

Teachers' associations, History of (J. HANCOCK) **79**:8–17; **84**:34

Teachers' certificates, Report of Committee on Interstate recognition of high grade, **05**:240–41

Teachers' Conference, Department of Indian Education, **02**:885–89

Teachers' Home, Gleason Home of Rest, Pasadena, California, **92**:25–26

Teachers' Institutes, **73**:182; (D. C. TILLOTSON) **86**:346–49; Discussion: L. D. Carr, 350; **87**:292–98

—— Improvement of teachers by (A. S. OLIN) **95**:165–73

—— in New York state, **93**:419–20

—— in the state of Illinois (R. EDWARDS) +**88**:46

——State (J. W. DICKINSON) +**89**:84–90

—— What is the purpose of county institutes (J. B. THAYER) +**88**:44–45; Discussion: H. M. LaFollette, M. A. Newell, 45–46

Teachers' institutes, *see also* County institutes

Teacher's knowledge of sense defects and impediments: I, Importance of hearing tests in public schools (C. J. BLAKE) **03**:1013–19; II, Facts and fallacies in the examination of school children's eyes (M. STANDISH) **03**:1020–23; III, Some eye defects of feeble-minded and backward children (A. GREENWOOD) **03**:1023–28; IV, Diseases of the nose and throat of interest to teachers (E. A. CROCKETT) **03**:1028–31; V, What teachers need to know about speech impediments (Mrs. E. J. E. THORPE) **03**:1031–36

Teachers' meetings, +**89**:184–87, 191–92; **91**:438

—— What is the best use that can be made of the grade meeting? (E. C. DELANO) **96**:251–58; Discussion: H. E. Kratz, 258–60

Teachers' pensions and Carnegie's gift, **05**:297–98

Teachers' reading-circle in education (Mrs. D. L. WILLIAMS) **90**:325–27

Teachers' salaries, **84** pt. II:49; **05**:298–99

—— and how affected by the minimum-salary law [of Indiana] (F. A. COTTON) **06**:132–39; Discussion: T. C. Miller, N. C. Schaeffer, 140–41

—— Committee on, **77**:253

—— The future of (W. T. HARRIS) **05**:67–78; Discussion: J. W. Carr, 78–79

—— List of articles on, 1902 to 1906, **06**:717–18

—— Report of Committee against reduction of (J. W. Dickinson) **77**:257–59
—— Shall the state regulate? (F. H. Sommer) **05**:831–35; Discussion: H. H. Hubbert, 835–36
—— Taxation and (A. G. Lane) **02**:323–28
Teachers' Seminary at Plymouth, N. H. (1839) **97**:563–64
Teachers' tenure of office (E. E. Higbee) **87**:307–11; Discussion, 311–13
Teachers' training college, The function of a (W. L. Hervey) **91**:733–39; Discussion, 739–40
Teaching, Application of mental science to (J. W. Dickinson) **70**:73–79; Discussion: N. C. Cobleigh, W. E. Crosby, and others, 80–87
—— as a business for men (C. W. Bardeen) **85**:138–50
—— as a profession (H. H. Tucker) **80**:189–98
—— Critical review of methods of, **99**:714–23
—— Earnings in, and in other occupations, **Com. Sal.**, **05**:146–48
—— errors in, Some serious (L. R. Klemm) **86**:149–59; Other errors in (J. M. Greenwood) **86**:160–67
—— How to discriminate between good and bad (E. F. Young) **87**:242–49
—— Lancastrian, or monitorial system of, **92**:799; **95**:115
—— List of articles on, 1860 to 1903, **06**:727–28
—— Memorial on Improved methods in (E. Leigh) +**79**:174–75
—— Method and manner in (F. L. Soldan) **74**:245–53; Discussion, 253
—— Method in (J. W. Dickinson) **84** pt. II:185–89
—— methods of, Results of (J. W. Dickinson) **80**:95–102
—— —— Round-table discussion on (Mrs. M. E. Riley) **95**:859–61
—— Minimum preparation for (T. Price) **98**:448–51
—— The objective element in (J. W. Dickinson) **87**:70–73
—— of agriculture to Indians (L. M. Compton) **02**:862
—— of applied design (J. P. Haney) **05**:615–23; Discussion, 623–25
—— of argumentative discourse in high schools (G. P. Baker) **03**:460–66; (C. S. Hartwell) 466–70
—— of arithmetic (Simon Newcomb) **06**:86–99
—— of arithmetic in elementary schools (M. A. Bailey) **05**:380–87
—— of art (D. W. Ross) **03**:666–70
—— of biology in the high school (W. P. Hay) **98**:960–64; (A. S. Pearse) **03**:858–62
—— of civics and good citizenship in the public schools (R. W. G. Welling) **03**:98–102
—— of composition (T. C. Mitchill) **05**:458–59; Discussion, 459–60
—— of modern languages in England (C. H. S. Brereton) **06**:366–77
—— of patriotism in the public schools and everywhere (G. W. F. Price) **89**:328–33
—— of political economy in secondary schools (C. F. Thwing) **95**:370–74
—— of science (W. H. Norton) **02**:760–65
—— of the scientific method (S. A. Forbes) **04**:879–88
—— of trades to the Indian (F. K. Rogers) **1900**:698–701
—— of writing (J. P. Byrne) **94**:984–89
—— Oral (Mrs. M. H. Smith) **66**:95–107; (E. C. Hewett) **66**:108–21; (L. Dunton) **82**:63–76
—— —— Report of Committee on (J. W. Dickinson) **84** pt. III:13–16; Discussion: W. T. Harris, E. E. White, and others, 17–18
—— —— Union of, and book-teaching in the several grades (N. S. Williams) **87**:364–71; Discussion: E. E. Curtis, J. M. Greenwood, and others, 372–73
—— Principles of, and common errors in (A. L. Rounds) **86**:538–45
—— The profession of, for light and power (M. E. Gates) **91**:180–86
—— Some applications of psychology to the art of (W. H. Payne) **84** pt. II:249–56
—— Some fundamentals in (L. D. Harvey) **99**:93–99
—— What correlations of studies seem advisable in the present state of advancement in (C. B. Gilbert) **96**:299–307
Teaching, *see also* Method
Teaching biology from living plants and animals with a projection microscope (A. H. Cole) **05**:814–15
Teaching civil government, Aims in (F. A. Hill) **91**:657–65
Teaching general history, Methods of (Mrs. Mary S. Barnes) **91**:673–77
—— List of articles on, 1889 to 1905, **06**:692–93
Teaching history to children, Methods of (Mrs. Mary H. Peabody) **93**:284–85
Teaching Indian pupils to speak English (R. Perry) **05**:935–36

Teaching kindness to animals, Importance of (G. T. ANGELL) +85:87–92
Teaching our language to non-English-speaking pupils (G. STRAUBENMÜLLER) 05:413–19; Discussion, 420–21
Teaching trades in connection with the public schools (C. F. WARNER) 1900: 492–95
TEAR, JOHN H.—The new arithmetic, 97: 630–36
Tear, John H., *In memoriam*, 98:296–97
Technical education (E. A. APGAR) +79: 25–38
—— and art education in public schools (FELIX ADLER) 84: pt. II:308–18
—— and industrial drawing (W. SMITH) +79:70–91
—— in its relation to elementary schools (J. D. PHILBRICK) +80:49–59
—— in the land-grant colleges (J. M. GREGORY) 80:229–34
—— List of articles on, 1874 to 1905, 06: 728–29
—— Manual, trade, and (T. M. BALLIET) 03:65–71
—— of girls, Report of Committee on, 86: 298–301; Discussion, 302–4
—— Professional and, in the university (N. M. BUTLER) 94:619–23
—— Relation of manual labor to (C. O. THOMPSON) 77:237–46
—— Relation of manual training to (V. G. CURTIS) 01:657–65
—— Relation of, to liberal education (C. M. WOODWARD) 94:606–17; Discussion: W. T. Harris, and others, 617–19
—— Report of Committee on (C. H. KEYES) 96:421–26; Discussion: G. T. Fairchild, S. G. Williams, 427–28
Technical high schools, Course in physics for (C. F. WARNER) 03:890–95
—— —— Education for the trades in (C. F. WARNER) 01:665–73; Discussion: C. R. Richards, C. M. Woodward and others, 673–82
Technical schools, Massachusetts Institute of Technology, 77:231–34
—— of England, +79:30–32
—— of France, +79:28–29
—— of Russia, +79:29–30
—— Polytechnic schools, 91:747–48
—— The relation of manual-training schools to (C. M. WOODWARD) 88:583–88; Discussion, 589
—— Worcester Free Institute, 77:239–52
Technical terms used in education, definitions and foreign equivalents, 92:736–43
Technical training in American schools (E. E. WHITE) 80:222–28; Discussion: C. R. Abbot, E. A. Spring, 228–29
Technological Education, Report of Committee on (C. H. KEYES) 96:421–26
Technological instruction (F. A. WALKER) 93:529–34
—— Department Congress of, 93:525–87
—— —— Titles of papers read at the, 06: 654
Technological museums, +80:60–61
Technological schools, Relation of higher, to the public system of instruction (I. I. HOPKINS) 87:158–63
—— Their purpose and its accomplishment (R. H. THURSTON) 93:534–49; Discussion: R. H. Richards, and others, 549–54
Technological training, Relation of manual labor to (C. O. THOMPSON) 77:237–46
Temperance, Report of Special Committee on, 84 pt. I:15
—— Resolution on Teaching, 80:157; 85: 21
—— Scientific instruction on (Mrs. J. E. FOSTER) 86:77–107
—— Teaching of, 84 pt. II:70
—— Textbooks on, 86:105
—— What shall be taught the children on (Mrs. M. H. HUNT) 87:655–57
—— Woman's work in education (F. E. WILLARD) 84 pt. II:161–68
Temperance Department of N. E. A. urged, 94:41
Temperance instruction in public schools, Legislation on, in Alabama, 86:87; Connecticut, 86:93; Iowa, 86:92; Kansas, 86:87; Maine, 86:88; Maryland, 86:93; Massachusetts, 86:90; Michigan, 86:85–86; Missouri, 86:88–89; Nebraska, 86:87; Nevada, 86:88; New Hampshire, 86:86; New York, 86: 86; Oregon, 86:88; Pennsylvania, 86: 89; Rhode Island, 86:86–87; United States, 86:93–94; Vermont, 86:85, 94; Washington territory, 86:90–92; Wisconsin, 86:90
Temperance instruction in schools, Committee on, 1900:187
Temperance teaching in schools, 84 pt. II:70–72
Temperature and humidity, Schoolroom (W. G. BRUCE) 01:811–15
Ten Broeck, Frank L., Address of welcome, 94:50–51
Tendencies as to the enlargement of the secondary field (R. P. HALLECK) 03: 432–38; Discussion: G. D. Pettee, 438–42, Wilson Farrand and others, 442–46
Tennessee's Message of Welcome [poem] (Miss DOLLY FINNEGAN) 89:60–61
Tenny, Walter A., Discussion on Artistic rendering, 99:944–46

Tenure and Pensions of Teachers, Preliminary report of Committee on Salaries (C. D. WRIGHT) **04**:370–77

—— —— Report of Committee on Salaries (C. D. WRIGHT) Special publ. July, 1905

Tenure in the civil service (J. T. DOYLE) **03**:1057–63

Tenure of office of the teachers (B. W. WRIGHT) **98**:996–99; **84** pt. II:51–52; **Com. Sal.**, **05**:151–62; tables, 163–76

Tests of the efficiency of a normal school of gymnastics (Baroness R. POSSE) **03**:829–36

Texas, Educational interests of (R. C. BURLESON) **77**:58–63; Letter (A. HOGG) **81**:79

—— Rise and progress of public education in (W. C. ROTE) +**85**:50–64

Texas Teachers' Association, Greetings and resolutions from, **94**:32

Textbooks (M. A. NEWELL) **68**:51–59; (W. T. HARRIS) **70**:177–91; Discussion: J. H. Bulkley, D. B. Hager, and others, 192–99

—— American revision and adaptation of foreign (C. HARRISON) **77**:106–21

—— and their uses (W. T. HARRIS) **80**:102–8

—— Free, for free schools (T. TASH) **88**:220–25

—— From a publisher's standpoint, **97**:88–91

—— If there should be uniformity in, should it be by state contract, publication, or decree? (A. P. MARBLE) **88**:201–11

—— List of articles on, 1866 to 1897, **06**:729

—— Place and use of (S. G. WILLIAMS) **71**:78–81; Discussion: N. A. Calkins, W. T. Harris, and others, 82–85

—— Publication of a series of, by the state of California, +**87**:173–78

—— Relation of the state to school supplies (J. SWETT) **88**:198–201

—— Report of Committee on, **84** pt. III:14–16

—— Report of Committee on, in elementary schools (A. G. BOYDEN) **86**:26–72; Discussion, 272–75

—— Should the state furnish books and appliances free? (R. W. STEVENSON) **88**:211–20

—— State uniformity of (L. S. CORNELL) **88**:225–29; Discussion: E. E. Higbee, H. B. Sprague, 229–37

—— Substitution of the teacher for the (J. M. RICE) **95**:562–69

Textile arts as constructive work in elementary schools (CLARA MITCHELL) **01**:647–54

THACH, CHARLES C.—Essentials of English composition to be taught in secondary schools, **98**:94–102; *In memoriam* John T. Gregory, **99**:239

Thanksgiving exercises, **63**:38–40

Thayer, A. F., Discussion on Curvature of the spine, **98**:946

Thayer, Jesse B., Discussions on: Compulsory laws, **90**:196–99; What is the purpose of county institutes? +**88**:44–45

Thayer, Sylvanus, Extract from letter regarding conditions of admission to West Point, **63**:125

Theological life of a California child (E. BARNES) **93**:765–71; Discussion, 771–72

Theory of the first principle in Aristotle's *Metaphysics* (A. F. HEWIT) **93**:700–2

Theory tested by experience (ANNA E. FREDERICKSON) **91**:545–51

They have eyes and ears (LUCY F. WHEELOCK) **90**:560–65

Thilly, Frank, Discussion on Studies as constants, **98**:707, 709

Thirty years' progress in science teaching (C. N. COBB) **99**:1099–1102

THIRY, JOHN HENRY.—School savings banks in the U. S., **93**:286–87

THOMAS, Mrs. EMMA A.—Music in education, **96**:737–41; Discussions on: Child voice, **97**:789–90; Grade teacher and music, **05**:655

Thomas, Mrs. Emma A., Resolutions on death of, **05**:629

Thomas, Isaac, Discussions on: Secondary education, **03**:444; Why first-year pupils leave high school, **05**:443–44

Thomas, Martha J. B., *In memoriam*, **1900**:728

THOMAS, PRICE.—Minimum preparation for teaching, **98**:448–51

THOMPSON, CHARLES OLIVER.—Conservation of pedagogic energy, +**81**:28–39; Relation of manual labor to technological training, **77**:237–46; Scope and method of physical science in the common school, **72**:149–58; Discussion on Admission requirements, **84** pt. III:41–42

Thompson, Charles Oliver, *In memoriam*, **85**:15–17; Report of Committee on Memorial of, **85**:412

THOMPSON, JOHN F.—The microscope in the biological laboratory of the high school, **04**:859–63

THOMPSON, JOHN G.—Child-study in the training of teachers, **98**:916–21; Discussion on Report of Normal-School Committee, **97**:719

Thompson, L. R., Discussion on Course of study for normal schools **70**:23

THOMPSON, LANGDON S.—Art in the schoolroom through decoration and works of art, **96**:678–84; Decay of apprenticeship, **81**:246–51; Educated labor, **79**:203–8; Educational value of object-work, **88**:598–602; How drawing should be taught in our public schools, **84** pt. II:336–44; Preliminary report of the Committee of Ten, on Elementary art education, **99**:966–69; Report of the Committee, **02**:594–612; Report on the exhibit of work in drawing at San Francisco, **88**:699–703; Some reasons why drawing should be taught in common schools, **77**:40–52; Systems of drawing in the U. S., **89**:641–46; Discussions on: Educational value of manual training, **89**:425; Handicraft, **01**:656; Manual training and practical education, **88**:194–95; Place and function of the Academy, **85**:456; Teaching of drawing, **98**:812

THOMPSON, ROBERT E.—Neighborhood as a starting-point in education **79**:28–37

Thompson, Slason, Discussion on Simplified spelling, **01**:216–20

THOMPSON, S. R.—Annual report of Industrial Dept., **82**:158–65; **85**:248–58; **88**:556–62; Discussion, 563; Opening remarks at first session of Industrial Dept, **76**:237–40; Relations of common school to industrial education, **77**:218–21

THOMPSON, WILLIAM OXLEY.—Effect of moral education in the public schools upon the civic life of the community, **06**:42–49; Extent and form of manual training in public-school work, **03**:214–17; The small college: Its work in the past, **1900**:61–67; Discussions on: Manual training, **03**:218; Organization of higher education, **95**:654

Thornhill, E. A., Discussion on Teaching physics, **01**:593

THORNTON, W. M.—Modern mathematical theories in our higher courses, **76**:129–34

THORPE, Mrs. E. J. ELLERY.—What teachers need to know about speech impediments, **03**:1031–36

Thought, habits of, Influence of manual training on (J. E. BRADLEY) **92**:663–71

Thought, Influence of expression on (Miss GIDDINGS) **92**:298–303

Three elements in the cost of education (C. D. MCIVER) **02**:461–62

Three-grade program, **94**:676–77

Three H's in education, The (W. M. BEARDSHEAR) **02**:55–65

THURBER, CHARLES H.—High school as a democratic institution, **97**:694–95; Is the present high-school course a satisfactory preparation for business? **97**:808–18; What children want to do when they are men and women, **96**:882–87; Discussion on Students fitted for college at sixteen, **97**:657

THURBER, SAMUEL.—Order of studies in the high-school course, **87**:428–42; quoted on Elective studies, **95**:589; Some of the main principles of secondary English teaching, **98**:671–77; Discussion on Literature, **98**:690

Thurston, Miss, Discussion on English in the grades, **1900**:423

THURSTON, ERNEST LAWTON.—Mathematics in commercial work, **03**:726–31

THURSTON, ROBERT H.—Technical schools, their purpose and its accomplishment, **93**:534–49, 551–52; Discussion on Educational value of applied mathematics, **93**:565–66

THWING, CHARLES FRANKLIN.—Advantages of co-ordinate (annex) method in education [an abstract] **04**:547; The functions of a university in a prosperous democracy, **01**:165–69; Political economy in secondary schools, **95**:370–74; The satisfactions of being a college president [an abstract] **1900**:455–56

TIBBITS, HENRY S.—The progress and aims of domestic science in the public schools of Chicago, **01**:257–61

Tibbitts, F. A., Discussion on Commercial geography, **03**:738

TIGHE, RICHARD J.—The Southern Educational Association, **06**:499–504

TILDSLEY, JOHN L.—Study of local industry and trade, **05**:682–88

TILLOTSON, D. C.—Teachers' institutes, **86**:346–49

Time allowed for public schooling of deaf children, and how to make the most of it (C. S. PERRY) **99**:1157–62

Time, Saving of, in elementary and secondary education (T. M. BALLIET) **03**:317–22; (Mrs. E. F. YOUNG) **03**:322–27

Time globe, Explanation of the (R. A. OLIN) +**80**:45–49

TINSLEY, SAMUEL B.—Least amount of mathematics in any secondary-school course, **04**:514–16; Discussion on Mathematics, **04**:522

TITCHENER, EDWARD BRADFORD.—Wundt's Psychology of the will, **93**:705–11

TODD, SAMUEL B.—Necessity and means of developing individuality, **91**:665–73

Tom and his teachers [abstract] (J. H. VINCENT) **97**:113

TOMLINS, WILLIAM L.—The faculty and ministry of song, **95**:551–56; The fervent voice, its nature and reflex influence, **87**:643–52

TOMPKINS, ARNOLD.—Altruism as a law of education, **02**:256–59; The implications and applications of the principle of self-activity in education, **99**:320–25; Discussion on Self-activity, 330

Tompkins Grammar School, Oakland, Cal., Child-study in the (E. E. BROWN) **96**:850–52; (T. P. BAILEY) **96**:852–56

Tonic sol-fa notation, Value of the (R. H. BEGGS) **90**:821–23

Tonic sol-fa system (T. F. SEWARD) **85**: 382–83; (H. E. HOLT) **86**:595–98; (S. MCBURNEY) **88**:633–37

—— —— as a factor in musical education (T. F. SEWARD) **86**:599–605

—— —— Discussion on the, **93**:522–23

—— —— Educational value of the (D. BACHELOR) **87**:630–42; Discussion, 607–9

Tool instruction, Value of, as related to the active pursuits in which pupils may subsequently engage (S. H. PEABODY) **89**: 98–103

Tool-work, The intellectual value of (W. T. HARRIS) **89**:92–98

—— The teacher of (C. M. WOODWARD) **91**:749–52

Topics suggested in President's address, Committee on, and Report, **59**:4, 5; **60**: 4, 13; **63**:37, 40, 44, 46; **64**:140, 141; **65**:219, 220; **69**:26, 29

TORMAY, BÉLA DE.—Agricultural instruction in the kingdom of Hungary, **06**: 445–51

Tormey, James A., Discussion on Students fitted for college at sixteen, **97**:657

TÖRNGREN, L. M.—Perfect physical education is indispensable in order to produce an ideal education, **93**:54–55; The Royal Central Institute of Gymnastics in Stockholm, **93**:662–64

Toronto, University of, Organization of the (W. H. FRASER) **95**:638–44

TOURJEE, EBEN.—A plea for vocal music in public schools, **70**:133–41

TOWER, WILLIS E.—How much mathematics should the physics teacher teach? **04**:516–19; Discussion on Physical science, **02**:472, 475, 477

Town, county, and state associations (J. W. BULKLEY) **64**:185–88

TOWNSEND, HENRY S.—The educational problem in Hawaii, **99**:79–85; Discussion on Normal schools, **99**:423

Township and district officers, +**80**:100–3

Township and district systems, Comparative cost of (F. A. HILL; C. D. HINE; W. W. STETSON) **97**:508–10

Township high school, The (C. J. BAXTER) **98**:308–16; Discussion: R. K. Buehrle, J. Q. Emery, W. W. Pendergast, W. W. Stetson, A. K. Whitcomb, 316–19

TRACY, F.—Language of children, **93**:737–39

Trade and industry, The study of local (J. L. TILDSLEY) **05**:682–88

Trade schools, Economic importance of (F. A. VANDERLIP) **05**:141–45; Discussion: J. M. H. Frederick, 145–46

—— Manufacturer's standpoint (M. P. HIGGINS) **03**:597–602; Educator's standpoint (A. H. CHAMBERLAIN) **03**:602–7; Discussion: L. D. Burlingame, **03**:607–9; Organization of; School superintendent's view (T. M. BALLIET) **03**:609–12; Trade-school director's view (A. L. WILLISTON) **03**:612–17; Discussion: C. A. Bennett, A. A. Hamerschlag, **03**:617–20

Trade unions, Attitude of, toward trade schools (W. H. SAYWARD) **03**:620–26; Discussion: F. K. Foster, S. F. Hubbard, 626–27

Trades, Education for the, in America (C. F. WARNER); **01**:665–73; Discussion: H. H. Belfield, C. B. Gilbert, G. B. Morrison, C. R. Richards, C. F. Warner, C. M. Woodward, 673–82. *See also* Trade schools

—— Teaching, in connection with the public schools (C. F. WARNER) **1900**:492–95

—— —— to the Indian (F. K. ROGERS) **1900**:698–701

Trades high school, **99**:419–21

Tragic, Educational value of the, as compared with the comic, in literature and art (W. T. HARRIS) **98**:396–403

Trail of the city superintendent (A. GOVE) **1900**:214–22

Training- and practice-schools, City (W. S. JACKMAN) +**89**:45–52; Discussion: W. B. Powell, 52–60

Training College, Westminster, England, Methods of training teachers at the (J. H. COWHAM) **93**:401–5; Discussion, 405–8

Training for scientific professions (J. M. ORDWAY) **93**:554–58

—— Home and school, in New England in the colonial period (THOMAS BRAINERD) **06**:454–55

—— —— in the South in the colonial period (T. J. WERTENBAKER) **06**:455–57

—— in sight-singing and song interpretation (C. A. FULLERTON) **03**:685–90; Miss JULIA E. CRANE) 690–93; (A. S. OSBORNE) 693–94

—— More practical, for the Indian (W. H. COX) **02**:884

—— of negro teachers (H. B. FRISSELL) **1900**:482–89; Discussion: G. R. GLENN, and others, 489–90

—— of teachers so that they may co-operate with librarians (MAE E. SCHREIBER) **97**:1008–14; Discussion: W. R. Eastman, Miss A. V. Milner, Miss Schreiber, 1014

—— of teachers, *see* Teachers, Training of

—— of the feeble-minded, On the (E. R. JOHNSTONE) **1900**:677–80

Training of the high-school teacher (M. V. O'Shea) **98**:709–17

—— of the human body (A. Mosso) **93**: 623–26

—— of the Indian boy and girl for life on the reservation (Mrs. Laura H. Ratcliff) **02**:886

—— of the Indian girl as the uplifter of the home (Josephine E. Richards) **1900**:701–5

—— of the teacher in the South (A. D. Mayo) **89**:597–607

Training, professional, General culture as an element in (R. G. Boone) **1900**:351–64

Training-school, The, as an adjunct of the normal school (C. H. Allen) **88**:496–503

—— in the United States (Z. X. Snyder) **98**:751–55; Discussion: F. J. Cheney, J. W. Cook, A. S. Downing, Miss L. C. Moten, T. B. Noss, A. M. Rowe, Z. X. Snyder, A. R. Taylor, J. N. Wilkinson, W. E. Wilson, 755–56

—— The local, as an agency for the preparation of teachers (W. F. Gordy) **06**: 124–25; Discussion: W. G. Benedict and others, 125–26

—— Organization and function of, in the state normal school (W. H. Bender) **03**: 219–24

—— The place of the city (E. G. Reveley) **91**:727–32; Discussion: A. J. Rickoff, 733

—— Relation of the high school to the (O. A. Evers) **88**:427–33

—— Relations of heads of departments to the (D. Felmley) **02**:530–34; Discussion: A. P. Hollis and others, 534–38

Training-schools (W. B. Powell) +**89**: 52–60

—— Child-study in normal and (G. Edmund) **99**:1032–38

—— Discussions on: M. Brown, J. W. Hall, H. M. Scott, L. L. W. Wilson, W. E. Wilson, **99**:896–903

—— Gradation of normal and (T. Kirkland) **93**:410–14

—— Historical development of normal and, in France (E. Martin) **93**:415–18

—— Professor Rein's Practice School, Jena, Germany (J. W. Hall) **99**:882–84

—— Purpose and means of city (S. S. Parr) + **89**:60–69

—— Relations of heads of departments to (D. Felmley) **02**:530–34; Discussion: A. P. Hollis, J. R. Kirk, P. M. Magnuson, J. H. Paul, M. H. Prentice, W. W. Walters, J. N. Wilkinson, 534–38

—— Theses, **99**:845–54

—— Typical English training college (G. M. Philips) **99**:889–91

—— Value of practice work in model and (F. S. Guptill) **93**:391–98

Training-schools and practice teaching, Organization of (Kate D. Stout) **95**:700–6

Training teachers, Conference of, **02**:247–49

—— Preparation of manual and industrial (C. H. Keyes) **96**:421–26

—— Round Table of: Isabel Lawrence, leader, **01**:294–95

Transfer of Indian pupils (J. C. Hart) **01**: 917; Best method of (A. J. Standing) **02**:872–73

Translation from the Greek and Latin classics as a training in the use of English (I. B. Burgess) **96**:563–68; (W. C. Collar) 568–69; (F. A. Manny) 570–72; Discussion, 572–74

Transportation, Department of, organized, **77**:22–23; Committee appointed, 24

Transportation of pupils; Report on Rural schools, Appendix F, **97**:510–16

Trask, Helen W., Secretary's minutes, Department of Music Education, **03**:683–85

Trawley, Hubert J., Discussion on Correlation and co-ordination, **96**:803

Treasurer, Accounts of, audited, **68**:37

——Appropriation voted for the, **97**:37

—— Report of, **72**:120; **73**:102; **74**:144; **75**:114; **76**:306; **77**:283–85; **79**:242–43; **80**:253–54; **81**:267–68; **82**:xxix–xxx; **83**:xii–xiii; **84** pt. 1:64–65; preliminary statement, 77; **85**:27–29, 33; **86**:24; **87**:36–37; **88**:36; **89**:34; **90**:35; **91**:34; **92**:18; **94**:18–21; **95**:13–15; **96**: 14–16; **97**:16–17; **98**:16–18; **99**:16–19; **1900**:16–18; **01**:16–18; **02**:16–19; **03**:16–18; **04**:16–18; **05**:16–18; **06**:12–14

Trend in the training of backward children (Margaret Bancroft) **98**:1040–43

Trent, William Peterfeild.—English literature with special reference to secondary schools, **96**:104–11

Trenton, N. J., Resolutions of thanks for hospitality shown at, **69**:17, 23–24

Treudley, Frederick.—*In memoriam* Reuben McMillan, **99**:242–43; Purpose of music study in the public schools, **95**: 771–77; Discussions on: Art in the schoolroom, **96**: 692–93; Developing teachers, **01**:282; The elementary school and the child, **96**:353; Influence of teachers, **95**:228; Self-activity, **99**:325; Spiritual frontage of life, **02**:191; True function of supervision **96**:247–49; The university and the teacher, **94**:562–63; Work of the superintendent in small cities, **01**:282

Trigonometry, **99**:773–74

TROUSDALE, LEON.—Educational necessities of the South, **75**:77–85

Truant officers, **91**:402, 409

Truant School, Detroit, **92**:657; (W. E. Robinson) **94**:549–53

Truant schools, The value of (Mrs. J. A. Goss) **01**:820–25

Truants and incorrigibles, Care of (E. P. SEAVER) **94**:536–49; Discussion: W. E. Robinson, 549–53

True, A. C., Discussion on Report of Committee on Industrial Education for Rural Communities, **Com. Indust.**, **05**:93–94

True function of the public school, The (R. E. SEARS) **97**:983–87; Discussion, 987–88

True object of early school training (C. E. MELENEY) **85**:313–21

TRUEBLOOD, THOMAS C.—Educational value of training in public speaking, **02**: 133–39; Leader, Round-Table Conference in English, **02**:483–85; Discussion on English, **02**:484

Trustees, Motion to nominate, **81**:266; Committee appointed, 266; discharged, 265; Trustees appointed under new board, 266; Vacancy by death, **82**: xxviii; New member designated, **83**:xxii; Members elected, **86**:31; **06**:543

—— Report of, **84** pt. II:20; **85**:25; **86**: 19; First annual report, **87**:38–39; **88**: 37–38; **89**:35–36; **90**:36–37; **91**:35–36; **92**:16; **94**:22–23; **95**:16; **96**:17; **97**:18–20; **98**:19–21; **99**:20–22; **1900**: 19–20; **01**:18–20; **02**:19–21; **03**:18–20; **04**:18–21; **05**:18–20; **06**:14–18

Truth, Devotion to, the chief virtue of the teacher (Rt. Rev. J. IRELAND) **02**:83–93

TRYBOM, J. H.—Manual training in the Detroit elementary schools, with a Discussion on the disciplinary value of, **01**: 250–57; Sloyd as an educational subject, **92**:455–61; Discussion on Manual training, **01**:270

Tuberculosis among Indians; How caused and how prevented (J. S. PERKINS) **02**: 865–67; (J. G. BULLOCH) 867

TUCKER, Mrs. ANNA P.—Delsarte and his contribution to physical education, **97**: 880–83

TUCKER, GILMAN H.—Education from the publisher's standpoint, **97**:83–96

TUCKER, H. H.—The advancement of the higher education, **81**:189–98

TUCKER, WILLIAM J.—Shall the university concern itself with the morals and manners of its students, and maintain a medical adviser? **03**:521–26

Tulane University, **86**:177; Manual training in, **89**:629

TUPPER, KATE N. T.—Normal training for teachers of elementary schools, **88**: 369–77

Turner, Rev. Mr., Discussion on Object lessons, **70**:63

Turner, L. W., Discussion on Art instruction, **03**:642–44

TURNER, ROSS.—Art for the eye, **96**:670–78

Turner-Bund, The North American, its history, aims and achievements (H. MUENCH) **93**:657–60; Discussion: L. Garde, 660–61

Tuttle, Dr., Discussion on Library privileges for villages, **05**:858

TUTTLE, ALBERT H.—Physiology in primary and secondary schools, **Com. Ten**, **94**:158–61

TUTWILER, JULIA S.—Individualization by grouping, **92**:309–16; Our brother in stripes in the schoolroom, **90**:601–8; A year in a German model school, **91**:161–69

TWEED, B. F.—The discipline most valuable as a means of preparing law-abiding citizens, **88**:122–24

Twelve-year course of study, Equal division between elementary and secondary schools (E. W. LYTTLE) **05**:428–33; Discussion: M. Brown, W. B. Ferguson, C. Gregory, W. L. Griswold, C. S. Hartwell, S. P. Humphreys, and others, 433–36

Twentieth-century demands, Modification of high school to meet (J. S. BROWN) **04**: 491–95; Discussion, 495–96

Twentieth-century school, The (J. L. HUGHES) **97**:162–69

Twiggs, Templeton P., Discussions on: Business requirements, **02**:679; Commercial studies, **01**:581

TWISS, GEORGE R.—High-school phase of physics teaching; aims and methods [abstract] **03**:885–89

Twitchell, W. I., Discussions on: Changes in instruction, **94**:726; Music in the school, **94**:939, 956

Twitmyer, Edwin, Discussion on Ancient classics, **02**:467

Twofold translation as a test of power and proficiency (W. FARRAND) **97**:661–64

TYLER, HARRY W.—Report of Committee on Entrance requirements in mathematics, **03**:481–83

TYLER, HENRY M.—Pronunciation of Latin and Greek, **71**:192–203; Report of Committee on Pronunciation of Latin and Greek, **72**:230–32

Tyler, William S., Letter on Greek and Latin pronunciation, **64**:172

Type-forms that have been found useful in the teaching of music (W. H. AIKEN) **05**: 662–66; Discussion: W. A. Putt, 666–67

Typewriting, **91**:627

—— Shorthand and (W. A. WOODWORTH) **95**:882–89

—— Stenography and, as branches of business education (I. S. DEMENT) **93**:798–800

—— —— Disciplinary value of, as studies (W. H. WAGNER) **03**:746–50

Typical child-study methods at the St. Louis Exhibit (W. S. MONROE) **04**:759–62

Typical English training college (G. M. PHILIPS) **99**:889–91

U

UNDERWOOD, FRANCIS H.—Address of welcome, **72**:8; English literature and its place in popular education, **72**:159–64

Ungraded schools, To what extent and how can manual training be introduced into (J. ALLEN) +**89**:133–46; Testimony referred to in the paper, 146–52

Unification of secondary mathematics (C. E. COMSTOCK) **04**:519–21

United States, Educational possibilities for the country child in the (O. J. KERN) **04**:89–94

—— Relation of the church to higher education in the (E. J. JAMES) **04**:68–83

—— Resources of, as illustrated by the Louisiana Purchase Exposition (M. BRONSON) **04**:717–19

United States [Educational] Exhibit at Paris, The (H. J. ROGERS) **99**:106–11

United States history, Essentials in, to be taught in elementary schools (W. F. GORDY) **98**:70–77; in secondary schools (H. H. SEERLEY) **98**:77–82

—— —— Influence of environment on the development of (J. W. REDWAY) **98**: 139–49

Universal education, the problem of the hour (A. HOGG) **89**:299–310

—— Superior instruction as related to (J. EATON) **71**:169–80

Universities, American, and the national life (A. S. DRAPER) **98**:103–22

—— Coeducation of the sexes in (J. K. HOSMER) **74**:118–33

—— How far should, be of one type (M. KELLOGG) **93**:104–8; Discussion: D. Fiske, J. H. Canfield, and others, 108

—— in France, **94**:468

—— List of articles on Colleges and, 1864 to 1905, **06**:687–90

—— Military science and tactics in our (A. J. SCHENCK) **75**:124–33

—— Pedagogical chairs in colleges and (B. A. HINSDALE) **89**:559–68

—— Philosophy in colleges and (W. T. HARRIS) **88**:439–44

—— Relation of our colleges and, to the advancement of our civilization (J. J. KEANE) **93**:161–64

—— Report of Committee on the Relation of Normal Schools to (C. DEGARMO) **94**:821–32

—— Scope and character of pedagogical work in (C. DEGARMO) **92**:772–79; Discussion, 780

—— The study of English literature in French (A. L. CHEVRILLON) **93**:168–76

—— Women students in the Scottish (L. STEVENSON) **93**:877–79

Universities and colleges, Report on governing powers of (E. Orton) +**77**:192

Universities and schools (O. H. COOPER) **91**:493–98; Discussion: H. E. Webster, S. G. Williams, and others, 498–505

University, A national (C. W. ELIOT) **73**: 107–20; Discussion: D. Reed, W. B. Wedgewood, and others, 120–31

—— —— (W. T. HARRIS) **74**:78–87; (W. A. MOWRY) **89**:189–202; (A. D. WHITE) **74**:58–76; Discussion: J. Hancock, 76–78; J. C. Mason, and others, 96–99

—— —— Letter from Charles W. Eliot regarding his paper on, **74**:76

—— —— Preliminary report on an American (J. W. HOYT) **70**:97–100; Second report, **71**:38–41

—— —— Resolution in favor of a, **74**: 138; Committee on, 139

—— —— Review of Dr. Eliot's paper on (J. W. HOYT) **74**:173–87

University of California, +**87**:22–27

—— The study of children at the (E. E. BROWN) **95**:904–5

University, The, and higher education, **86**: 291–92

—— and the state in the South (E. A. ALDERMAN) **96**:278–87

—— Art instruction in (H. T. ARDLEY) **99**: 961–66

—— Co-ordination of the normal school and, in the training of teachers (C. DEGARMO) **92**:411–14

—— Division of labor in (G. ALLIEVO) **93**: 109–11

—— Ethical culture in the college and (J. H. CANFIELD) **92**:108–14

—— Functions of, in a prosperous democracy (C. F. THWING) **01**:165–69

—— How and what (W. W. FOLWELL) **83**: 127–29

—— in its relation to the people (E. E. BROWN) **92**:398–405

—— in its relation to the teaching profession (C. DeGarmo) 94:554–59; Discussion: N. M. Butler, W. T. Harris, E. R. Shaw, and others, 559–67

—— its place and work in the American system of education (E. T. Tappan) 82: 1–7

—— Professional and technical instruction in (N. M. Butler) 94:619–23; Discussion: J. H. Canfield, and others, 623–24

—— Relation of professional schools to (Seth Low) 93:146–49

—— Relation of the preparatory or grammar school to (W. R. Webb) 77:70–78

—— Relation of, to the teaching profession (C. DeGarmo) 94:554–59

—— Relations of, to public education (J. B. Angell) 87:146–51; (T. H. McBride) 87:164–66; Discussion, 167–78

—— Report of Committee on a Course of Study from Primary School to (W. T. Harris) 76:58–68

—— Secondary education and the American (A. F. West) 85:195–202

—— Shall the, concern itself with the morals and manners of its students? (G. Harris) 03:517–21; (W. J. Tucker) 521–26; (W. F. Slocum) 526–31; (T. F. Gailor) 531–36; Discussion: J. L. Brooks, G. C. Chase, G. S. Hall, J. Swain, and others, 536–37

—— Study of education in (E. E. Brown) 99:828–34

—— What should the college and, do for the graduate of the high school? (J. H. Baker) 96:364–72

University, *see also*, State University

University Association of Women Teachers (C. Elder) 93:865–70

University and college, Child-study in the (G. S. Hall) 05:710–11

University and school extension (W. T. Harris) 90:242–53

University education, 91:308–9; (R. H. Jesse) 92:120–27

—— for women in England (Mrs. H. Fawcett) 93:853–62

—— its scope and aim (S. S. Laws) +77: 190

—— Western (W. G. Eliot) 73:254–61

University extension for teachers in service (R. H. Halsey) 04:294–98

University ideals, 96:371–72; at Princeton (A. T. Ormond) 97:346–57; at Stanford (J. Swain) 97:366–73

University life, Preparatory schools for college and (Noah Porter) 74:42–58

University of Chicago, Coeducation at the (A. W. Small) 03:288–97

University of Illinois, Exhibit of students' work (T. J. Morgan) 87:684

University of Michigan, Study of commerce in, 05:689–92

University of New York, 90:527–29; (M. Dewey) 92:48–50; 95:651

University of Pennsylvania, Special electives at the, 92:78; Study of commerce in the (J. T. Young) 05:696–98, 703–5; Subjects taught at the, 84:272

University of Toronto, Organization of the (W. H. Fraser) 95:638–44

University of Virginia, The plan of the (C. S. Venable) 74:163–72

University sessions, Continuous (J. H. Raymond) 99:819–26; Discussion: S. T. Black, D. S. Jordan, J. H. Raymond, F. W. Sanders, J. Swain, G. W. White, 827

University summer schools, 05:302

University trust, Do we need a (L. D. Harvey) 99:424–27; Discussion: J. W. Baker and others, 428

Unsolved problems of child-study (G. S. Hall) 04:782–87

Unusual child, Influence of the study of the, upon the teaching of the usual (F. H. Hall) 03:987–91; (G. E. Johnson) 03: 992–96

Updike, N., Discussion on English, 04:509

Uruguay, Joseph Peter Varela and the progress of education in (A. G. Ruano) 93:56–58

—— Present condition of the public schools of (A. G. Ruano) 93:58–60

Use and danger of method (W. A. Millis) 02:441–46

Usurpation of home by school (Aaron Gove) 99:182–86

Utah, Educational journalism in, 93:843

Utilization of a public-school plant (C. W. Eliot) 03:241–47

V

Vacation schools (R. Waterman) 98: 404–10

Vacation schools, playgrounds, and recreation centers (E. E. Whitney) 04:298–303; Discussion: B. E. Nelson, 303–5

Vaile, E. O.—Teaching current events in school, 92:142–9; What should we seek to accomplish in the reading-exercise? 80:203–10; Discussions on: Simplified spelling, 01:209–15, 224–27; 02:142; Teaching current events, 92:154

Valentine, T. W.—Address at Convention to organize a National Association, 06:517–18; Resolution on Establishing a periodical, 59:3; Report of Committee, 8

Valentine, T. W., *In memoriam*, 79:97

Value and place of fairy stories in the education of children (P. CHUBB) **05**:871–79

Value of a large agricultural school in the Indian service (S. M. MCCOWAN) **02**: 869–70

Value of animal pets in the kindergarten (A. E. HARVEY) **04**:432–37

Van Bokkelen, L.—Response to welcome, **69**:2–4; Discussions on: School funds, **68**:41–42; State normal schools, **68**:48, 50; Textbooks, 59

VANCE, T. C. H.—Best normal training for country teachers, **81**:207–15

VANCE, WM. MCKENDREE.—Best means and methods of improving teachers already in the service, **06**:126–30

VANDERLIP, FRANK A.—Economic importance of trade schools, **05**:141–45

Vandervoort, C. R., Discussion on Libraries and books, **97**:1031

VAN DYKE, HENRY.—Lines on Work, **06**: 130

Vandyke, J. A., Discussion on European history, **02**:480

VAN LIEW, CHARLES C.—Child-study a part of the teacher's art, **96**:864–72; Child-study with the co-operation of the parents, **95**:929–31; **97**:294–96; Duty of the normal school toward the problem of school literature, **94**:833–40; Mental and moral development of the kindergarten child, **99**:551–59; A national society for child-study, **97**:869; Racial traits in the group activity of children, **99**: 1057–63; Recent investigations in physiological psychology, **04**:576–83; Statement of the issues before the Department of Normal Schools, **05**:519–24

VAN MATRE, CHARLES A.—The financial phase of the consolidation of rural schools, **02**:224–29

VAN SANT, S. R.—Address of welcome, **02**:35–38

VAN SICKLE, JAMES H.—Baltimore method of appointing and advancing teachers, **05**: 244–45; Grading and promotion: Plan of the North-side schools of Denver, **98**: 434–41; Is the curriculum overcrowded? **01**:95–100; Manual training for the ordinary high school, **1900**:501–4; Opening address, Library Department, **97**: 1006–08; Prefatory note to Report of Committee on Public Libraries, **99**:452–55; What should be the basis for the promotion of teachers and the increase of teachers' salaries? **06**:177–83; Discussions on: Biological science and education, **98**:176; Child's favorite study, **03**:425–27; Freedom of the teacher, **03**: 174–76; Libraries and schools **97**:300; **98**:1014, 1015; **99**:528; Manual training, **1900**:351; Nature-study in primary work, **96**:526–27; Promotion through ability, **04**:330–32; Reading lists, **98**: 1027; Secondary school, **99**:421, 422; Settlement work, **99**:393

Varela, Joseph Peter, and the progress of education in Uruguay (A. G. RUANO) **93**:56–58

Vassar College, Four years in (J. ORTON) **74**:109–17

VEENFLIET, Mrs. M. L.—The education of a stenographer, **02**:696–701

VENABLE, C. S.—Plan of the University of Virginia, **74**:163–72

VENABLE, FRANCIS P.—Higher standards in the employment of teachers, **04**:319–20

VENABLE, W. H.—First schools in the Ohio valley, **89**:231–40; *In memoriam* W. Downs Henkle, **82**:xvi–xvii; National Teachers' Rallying song, **1900**:30

Ventilation, The chemical examination of air as applied to questions of (C. SMART) +**82**:19–28

—— Information necessary to determine the merits of the heating and, of a school building (J. S. BILLINGS) +**82**:11–19

—— of schoolrooms (A. P. MARBLE) **98**: 371–77; Discussion: S. M. Inglis, J. L. Holloway, 377–80

—— Report on Exhibit of school heating and, **87**:715–16

—— Report on the, and heating of schools (D. F. LINCOLN) **95**:934–43

—— schoolroom temperature and humidity (W. G. BRUCE) **01**:811–15

Vermont State Teachers' Association, **06**: 514

Verrill, Charles H., Discussions on: Normal schools, **72**:193–94; Report of Committee on Salaries, Tenure and Pensions, **Com. Sal.**, **05**:459–66

Vertical writing (A. E. HILLS) **96**:541–48

Vesper meetings, Addresses at, St. Louis, Mo., **04**:157–72

Vice-presidents, List of, with terms of service, **06**:544–46

Vices of childhood and youth (W. J. DINSMORE) **99**:594–600

VICKROY, T. R.—Necessity for spelling reform, **81**:88–93; **91**:156–58

Victoria University, England, **79**:70–71

Victorious America (G. FERRERI) **02**:846–48

VINCENT, GEORGE E.—The group morality of children [abstract] **05**:214; Social science and the curriculum, **01**:124–31

VINCENT, JOHN H.—Culture for the American people beyond the school period, **87**: 179–85; School out of school, **96**:117–30; Tom and his teachers, **97**:113

Vineyard, B. R., Discussion on Function of public school, **97**:987

Visible speech (L. A. Butterfield) +80: 10–15

Vocal harmony: or, A plea for an oral language with which to express our thoughts in music (H. E. Holt) 95:802–7

Vocal music, Daily exercise in, 79:82

—— The faculty and ministry of song (W. L. Tomlins) 95:551–56

—— Fervent voice; Its nature and reflex influence (W. L. Tomlins) 87:643–52

——-The function of teachers of (J. E. Lightner) 93:520–21; Discussion, 521–23

—— in the public schools (T. H. Brand) 85:376–82; (O. S. Westcott) 87:610–14; (F. E. Chapman) 94:939–47

—— Methods of teaching (H. E. Holt) 85:396–401

—— A plea for, in public schools (Eben Tourjée) 70:133–41

—— Resolution on sight singing, 92:512

—— Song singing, and reading of music (O. Blackmann) 85:402–3

Vocal organs, Physiology and hygiene of the (J. Howard) 93:514–18; Discussion, 519–20

Voice, Fervent, its nature and reflex influence (W. L. Tomlins) 87:643–52

Voice and body (Mrs. G. Boyd) 95:949–50

Voice culture in primary and elementary schools (Z. Richards) 91:606–14

Voice training and singing (F. W. Root) 87:621–29

Volksschule, The German, 77:80

Voluntary element in education (C. DeGarmo) 03:311–16

Vulgarity and impurity, 99:597–98

W

Waddle, Charles W.—Criminal tendencies and the Juvenile Court, 04:797–99

Wade, Alexander L.—Graduating system for country schools, 79:164–82; Discussion on Supervision of country schools, +84:19–21

Waggener, William J., Minority report on Physics, chemistry and astronomy, **Com. Ten,** 94:121–23

Wagner, W. H.—Disciplinary value of stenography and typewriting as studies, 03:746–50

Wainwright, C. C.—The health of the Indian [abstract] 1900:696

Wait, W. B., Discussion on Charity education, 03:1012

Waite, H. Randall.—Tenure of office, 85:122–37; Discussions on: Civil-service reform, +88:78–79; Educational lessons of the census, +83:38–40

Waldo, Eveline A.—Kindergartens in the southern states, and in some of the countries south of the United States, 04:411–15; Discussion on Kindergarten discipline, 04:432

Walker, Rev. Charles T.—The educational needs of the southern negro, 03:123–29

Walker, Francis A.—Manual education in urban communities, 87:196–205; Technical education, 93:528–34

Walker, John Brisben.—What should be the education of a business man, 05:674–78

Walker, P. R., Discussion on Commercial schools, 04:716

Walker, Stephen A.—Address of welcome, +81:9–11

Walking, Importance of, as a school exercise (E. H. Arnold) 04:804–6

Wallace, David A.—College degrees, 72:224–29; Discussions on: Classical study in the west, 71:181; Elective system in colleges, 74:161; A national university, 74:97–98

Waller, D. J.—Institutes in Pennsylvania, 97:579–80; Supervision of country schools, 94:368–72; Discussion on Public-school system improved by legislation, 92:204–6

Walter, Sarah J., The child's course of study or the teacher's? Discussion, 98:243–46; Discussion on Training of teachers, 02:251

Walters, J. D.—Ways, means, and maxims in manual training, 89:621–28; Discussion on: Best methods of manual training for schools, 89:618; Industrial education for girls, 87:547

Walters, W. W., Discussion on Heads of departments, 02:537

Walton, George A.—Grading in country schools, 92:793–97; Important necessities in present normal schools, 93:408–10; Reference to his, Report on the common schools of Norfolk Co., Mass., 80:61–64, 70–76

Walton, Thomas, Discussion on Qualification and supply of teachers, 91:436

Ward, Edward G.—A few changes in elementary-school instruction 94:715–24, 726

Ward, Edward Gender, *In memoriam,* 02:899

Ward, Henry Baldwin.—Zoölogy in the high-school curriculum, 97:952–57

Ward-school pupils, Seven-year course of study for (J. M. Greenwood) 03:247–60

Warder, R. B.—Secondary schools in Germany, 77:78–82

WARFIELD, ETHELBERT D.—Student co-operation in college government, 94: 816–17

WARFIELD, W. C.—How to test the quality of a teacher's work, 95:218–21; Discussion on Changes in instruction, 94: 724–25

WARNER, B. H.—Address of welcome, +84:11–12

WARNER, CHARLES F.—A course in physics for technical schools, 03:890–95; Education for the trades in America, 01: 665–73; Industrial training in public evening schools, 05:570–76; Teaching trades in connection with the public schools, 1900:492–95; Discussion on Trades, 01:681

WARNER, FRANCIS.—Study of movement and mental status, 93:750–55

WARR, J. W.—Guaranteeing positions, or fraudulent advertising, 95:879–82

WARR, VINA.—External conditions of education, 86:520–25

WARREN, IRENE.—What the normal schools can do for teachers on the library side, 01:841–47

WARREN, S. EDWARD.—Required adjustments in scientific education with especial reference to instrumental drawing as one of its elements, 76:282–91

WASHBURNE, LUCY M.—The subject-matter that properly belongs to the normal-school curriculum, 88:485–94

WASHINGTON, BOOKER T.—The education of the southern negro, 04:128–34; Educational outlook in the South, 84 pt. II: 125–30; Influence of the negroes' citizenship, 96:208–17; Problem of the South, 1900:114–23

Washington, George.—Cherry-tree story, 96:51; quoted on a National university, +89:268

Washington, city, The National University and, 73:116, 120, 127

Waterhouse, A. H., Discussion on High-school principal's administration, 05: 453–54

WATERMAN, RICHARD.—The function of manual training in the elementary school, 98:649–55; Vacation schools, 98:404–10; Discussions on: Commerical geography, 03:738; Technological schools, 93:551

WATERMANN, R. W.—Address of welcome, 88:45

WATERS, W. E.—Greek composition in preparatory schools, 97:664–70

Waterston, Robert C.—Address of welcome, 72:6–8

WATKINS, T. H.—Selection of school boards—A comparison of methods in operation, 97:988–93

Watt, W. E., Discussion on Influence of exercise, 99:1076

Wayland, Francis.—Letter of regret, 65: 225; Resolutions on death of, 66:11–12

Wayward child, Relation of the home to the (O. CHRISMAN) 04:800–1

WEAD, CHARLES K.—Physics in common schools, 85:114–21

WEAVER, STERRIE A.—Common-sense in school-music supervision, 1900:532–37

Weaver, Sterrie A., Resolutions on death of, 04:677

Webster, C. I., Discussion on Why first-year pupils leave the high school, 05:445

Webster, G. W., Discussion on Temperance instruction, 1900:256–57

Webster, Harrison E., Discussion on Universities and schools, 91:498–500

WEBSTER, R. H.—The scholar and the state, 99:143–47

Webster, W. C., Discussion on Local school system, 98:988–89

WEBSTER, WILLIAM F.—Syllabus of a course in English with a defense of the same, 98:681–90; Discussion: P. W. Lyons, and others, 690

WEBB, W. R.—Relation of the preparatory or grammar school to college or university, 77:70–78

Wedgewood, W. B., Discussion on National University, 73:122–25

WEEKS, AGNES J.—*In memoriam* Ellen G. Weeks, 99:250

Weeks, Ellen G., *In memoriam* (A. J. WEEKS) 99:250

Weir, S., Discussion on Self-activity, 99:327

Welcome, Addresses of: Dr. Allison, 91: 63–65; James W. Anderson, 88:47; James B. Angell, 93:32, 34–37; 01:56; Henry P. Archer, 1900:48; John Bascom, 84 pt. I:7; John L. Bates, 03:41; Ida C. Bender, 96:45–46; A. T. Bliss, 01:51; Charles G. Bonney, 93:17–20; B. G. Brown, 71:7–11; Elmer E. Brown, 99:52; Judson L. Brush, 95: 54–55; B. Buisson, 93:39–40; Nicholas Murray Butler, 94:50–53; Luther Caldwell, 73:5–6; W. T. Carrington, 04:43; John Lee Carroll, 76:5–6; W. H. Chandler, 84 pt. II:21–23; W. S. Chaplin, 04: 54; E. F. Clarke, 91:66–67; Patrick A. Collins, 03:41; Alfred H. Colquitt, 81: 5; Albert S. Cook, 88:47–49; E. H. Cook, 92:39; J. F. Crooker, 92:45–48; O. O. Cullen, 90:78; Cushman K. Davis, 75:5; Webster Davis, 98:51; Melvil Dewey, 92:48–50; George M. Diven, 73:6–7; Duane Doty, 74:5–6; A. S. Draper, 92:39–41; Warren Easton, +85:9–10; Fred Eaton, 99:53; Henry P. Emerson, 96:42–43; J. Q. Emery, 97:39–41; L. Fairchild, 84 pt. II:20; Delos Fall, 01:52; Samuel Fallows, 93: 20–22; Richard S. Field, 69:1–2; Dolly

Finnegan, Poem, "Tennessee's Message of Welcome," 89:20–61; J. A. Foshay, 99:54; David R. Francis, 04:50; Henry T. Gage, 99:47; W. R. Garrett, 89:61–62; William Gaston, 72:5; Aaron Gove, 95:53–54; George M. Grant, 91:58–61; James M. Green, 05:57; W. T. Harris, 93:26–30; 98:49; Benjamin Harrison, 92:41–43; Giles P. Hawley, 83:v; Mrs. Charles Henrotin, 93:22; Ira G. Hoitt, 88:46; J. W. Holcombe, +89:24–25; J. W. Houghton, 92:44–45; George Howland, 87:56; James L. Hughes, 98:57–58; J. L. Hurlbut, 80:5; Charles D. Jacob, 77:5–6; Edgar B. Jewett, 96:44–45; D. P. Jones, 02:40; D. L. Kiehle, 90:77; Thomas J. Kirk, 99:48; Albert G. Lane, 87:56–57; 93:30–32; F. C. Latrobe, 76:6; L. C. Lord, 90:80–81; C. P. McCarver, 89:50–60; John J. McMahan, 1900:45; Thomas S. McMurray, 95:55–56; Miles B. McSweeney, 1900:41; John A. Martin, 86:55–56; Wales C. Martindale, 01:57; W. R. Merriam, 90:75–77; D. D. Merrill, 90:82–84; O. C. Merriman, 75:5; Mrs. Odia H. Newhouse, "Ode," 89:58–59; Cyrus Northrop, 90:78–79; 02:43; John W. Olsen, 02:38; Selim H. Peabody, 93:23–25; Mrs. A. J. Peavey, 95:56–58; E. A. Perkins, 70:91–92; A. B. Poland, 94:51–53; E. P. Pond, 88:45–46; Henry S. Pritchett, 03:42; J. M. Ralston, 94:49; W. G. Rauschenberger, 97:41–42; Elson I. Rexford, 91:65–66; J. A. Roche, 87:51–53; Howard J. Rogers, 04:53; George W. Ross, 98:61–63; 93:40–43; John W. Ross, 98:43; W. H. Rossington, 86:56–61; Jeremiah M. Rusk, 84 t. 1:6; Edward Schofield, 97:39; Irwin Shephard, 90:79–80; Edward Shippen, 79:5–6; H. O. R. Siefert, 97:43–44; Charles R. Skinner, 96:46–47; J. Adger Smyth, 1900:46; F. Louis Soldan, 04:47; B. J. Stevens, 84 pt. 1:6; William S. Stokely, 79:5; Allen C. Story, 87:53–56; J. W. Strong, 90:81–82; Robert L. Taylor, 89:57–58; Frank L. Ten Broeck, 94:50; F. H. Underwood, 72:8; S. R. Van Sant, 02:35; B. H. Warner, +84:11–12; R. W. Waterman, 88:45; Robert C. Waterston, 72:6–8; Rolla Wells, 04:49; William H. Wells, 63:33–34; B. L. Whitman, 98:45; P. J. Williams, 86:61–62; Mrs. Henry M. Wilmarth, 93:23; Serge Wolowsky, 93:37–39; C. M. Woodward, 04:45

Welcome, Responses to addresses of: C. W. Bardeen, 90:91–92; E. Barnes, 96:50–51; W. H. Bartholomew, 91:78–79; W. M. Beardshear, 91:76; R. G. Boone, 01:59; A. G. Boyden, 86:67–68; N. M. Butler, 95:59; N. A. Calkins, 86:63–64; 91:71; 92:53–54; 94:58–59; F. M. Campbell, 88:56; J. H. Canfield, 88:50–52; 89:63–64; 90:84–86; J. W. Carr, 1900:52; E. H. Cook, 91:70; 92:50; N. H. R. Dawson, 88:53–56; N. C. Dougherty, 96:47–48; 99:56; J. A. Foshay, 1900:55; 02:46; A. Gove, 88:49–50; 97:47; W. R. Garrett, 90:86; 91:68–69; 92:51; F. B. Gault, 91:76–77; W. T. Grannis, 90:94; J. M. Greenwood, 89:69–70; 91:70–71; 92:51–52; J. Hancock, 79:7–8; 90:94–95; W. T. Harris, 90:87–88; 91:72–73; 92:54; 94:59; 96:49; 03:44; 04:55; E. C. Hewett, 90:86; J. L. Holloway, 97:46; R. G. Huling, 91:73–74; J. W. Johnson, 90:93–94; L. H. Jones, 91:74–75; D. L. Kiehle, 89:68–69; T. Kirtland, 89:70; A. G. Lane, 94:54–57; 97:49; 03:44; 05:58; J. A. B. Lovett, 89:70–72; E. O. Lyte, 1900:49; E. B. McElory, 89:66–67; 90:88; C. D. McIver, 04:59; A. P. Marble, 89:62–63; T. M. Marshall, 91:77–78; J. E. Massey, 91:80–81; W. J. Northen, 95:62–64; B. G. Northrop, 73:7; T. B. Noss, 02:48; F. W. Parker, 95:61–62; W. F. Phelps, 76:6–7; J. D. Philbrick, 63:34–35; J. H. Phillips, 99:60; J. L. Pickard, 71:11; 89:67–68; Z. Richards, 86:66–67; W. E. Sheldon, 86:64–65; 87:57–58; 88:52–53; 89:64–66; I. Shepard, 94:57–58; 95:59–61; J. H. Shinn, 91:79–80; C. R. Skinner, 97:44; J. H. Smart, 81:6; E. P. Smith, 90:92–93; F. L. Soldan, 90:89–90; H. B. Sprague, 90:88–89; R. W. Stevenson, 92:52; J. Swain, 02:52; J. Swett, 99:62; E. T. Tappan, 83:vi; L. Van Bokkelen, 69:2–4; E. E. White, 72:9; 74:6–9; 99:58; A. E. Winship, 90:90–91; 97:44

Welling, R. W. G.—The teaching of civics and good citizenship in the public schools, 03:98–102

Wellington, I. M., Discussion on Correlation of subjects 90:211–12

Wells, D. F., Resolution *In memoriam*, 69:24

Wells, O. E., Discussions on Compulsory education, 91:403; Rural-school problem, 92:578–82

Wells. Rolla.—Address of welcome, 04:49–50

Wells, William Harvey.—Methods of teaching English grammar, 64:145–54

Wells, William Harvey, Sketch and portrait of, 64:137; *In memoriam*, 85:13–15

Wertenbaker, Thomas Jefferson.—Home and school training in the South in the colonial period, 06:455–57

Wertz, A. P., Discussion on Use and danger of method, 02:447

Wesselius, S.—The law and the day school for the deaf, 01:870–76

West, Andrew F.—The evolution of liberal education, 93:150–54, 155; Length

of the baccalaureate course and preparation for the professional schools, 03:509–13; Present peril to liberal education, 03:54–60; Relation of secondary education to the American university problem, 85:195–202; Discussion on Greek for A. B. degree, 93:135

WEST, W. M.—Purpose and scope of history in the high school, 90:648–55; Discussions on: English, 02:484; European history, 02:480

West Point, Conditions of admission to the U. S. Military Academy at (HENRY BARNARD) 63:103–17

—— Opinions of Colonel Thayer and others, 63:125–27

—— Standard of examinations at, +79: 160

West Virginia, Minimum salary law of, **Com. Sal.,** 05:145; Origin of the graduating system for country schools in (A. L. WADE) 79:164–82

WESTCOTT, OLIVER S.—Biology in the first-year of the secondary schools, 95: 604–15; How to teach correct use of the English language, 1900:437–47; Music in the public high school, 86:567–73; Nature-study, 96:139–41; Outline of work in zoölogy for secondary schools, **Com. Ten,** 94:154–58; What has been done in the public schools for and with vocal music, 87:610–14; Discussions on: Algebra and geometry in grammar grades, 97:659; Biology, 02:468; English, 02:484; High schools, 99:610; Promotions in one department with failures in another, 96:602; Secondary education, 03:446; Teaching a modern language, 05:477–79

Western Literary Institute and College of Professional Teachers (WILL S. MONROE) 06:463–64

Westminster Training College, England, Methods of training teachers at the (J. H. COWHAM) 93:401–5; Discussion: J. Millar, H. A. Wise, and others, 405–8

Weston, E. P., Discussion on Motives and means in school discipline, 70:146–47

WETZELL, WILLIAM A.—President's address, Music Department, 04:678–81; Tribute to Sterrie A. Weaver, 04:677; Discussion on Secondary School Association, 03:479

WEY, HAMILTON D.—Physical training of criminals, 93:646–57

Wharton, William F., Official letter to diplomatic and consular officers of the U. S. regarding delegates to the World's Congress of 1893, 92:382–83

Wharton School of Finance and Commerce, 05:696, 703

What children do read and what they ought to read (G. S. HALL) 05:868–71

What France owes to America in the matter of education (J. J. GABRIEL COMPAYRÉ) 06:417–20

What has been done with one deaf child in his own home (A. C. REINHARDT) 05: 900–3

What is kindergarten discipline (M. J. MILLER) 04:427–31

What manner of child shall this be? (G. R. GLENN) 1900:174–80

What may our secondary schools learn from French secondary education (E. W. LYTTLE) 04:475–78; from German secondary education (F. E. BOLTON) 04: 478–84

What not to do (Miss ESTELLE REEL) 97: 151–54

What omissions are advisable in the present course of study, and what should be the basis of the same (F. M. MCMURRY) 04: 194–202

What our schools owe to child-study (T. B. NOSS) 02:716–19

What should be the features of a modern elementary school building (C. F. CARROLL) 03:235–39*; Discussion: G. Griffith, 239–40

What should be the education of a business man (J. B. WALKER) 05:674–78

What the school may properly demand of the library (J. M. GREENWOOD) 02:811–17

What the superintendent is not (A. E. WINSHIP) 99:307–9

What to teach and what to leave out (W. M. GIFFIN) 97:616–20

Wheeler, Benjamin I., Discussion on Report of Committee of Ten, 94:664

WHEELER, WILLARD J.—A study of advertising as applied to business colleges, 1900:573–76

WHEELOCK, CHARLES F.—President's address, Department of Secondary Education, 03:430–32; Discussion on Secondary School Association, 03:479

WHEELOCK, LUCY F.—Ideal relation of kindergarten to primary schools, 94:702–3; Opening address, Kindergarten Department, 95:512–13; They have eyes and ears, 90:560–65

WHIPPLE, E.—Place of natural science in a liberal course of study, +70:27–31; Discussion on Greek for A.B. degree, 93:135

Whitcomb, A. K., Discussions on: Child-study, 97:832; College graduates as teachers, 02:283; Individual instruction, 01:302; Promotions, 99:374; Sociological factors, 96:274–75; Township high school, 98:318; Work of the superintendent in small cities, 01:280

WHITE, ANDREW D.—A National university, 74:58–76, 99; Scientific and industrial education, and the policy of the national and state governments in regard to it, +74:27–41, 42

WHITE, EMERSON E.—Address of welcome, 84 pt. II:29–30; Annual report of National Council of Education, 85:3–4; Authority of the school superintendent, 99:314–20; Country-school problem, 94:669–78; 97:536–46; Luther W. Day, *In memoriam*, 99:237–38; Duty of the state in education, 98:204–7; Education and the state, 68:44–46; Election in general education, 97:373–84; Finances of the Association, 74:100; First steps in teaching reading [abstract] 71:91–93; Historical sketch of the Department of Superintendence, 01:233–36; *In memoriam* John Hancock, 91:44–48; Rev. Birdsey Grant Northrop, 98:283–86; Robert Wallace Stevenson, 94:249–51; Industrial education, 81:239–40; Introductory remarks, 72:10; 81:7; Isolation and unification as bases of study, 96:316–24; Moral training in the public school, 86:128–38; National Bureau of Education, 75:191–3; 01:420–25; Report on, 91–92; National industrial college—its history, work, and ethics, 82:131–39; Organization of Association of School Superintendents, 63:39–40; Professional training of teachers in summer schools, 94:100–6; Religion in the school, 93:295–300; Remarks at Boston banquet, 72:112; Remarks on C. C. Rounds and F. W. Parker, 02:405–8; Report of the Committee on Moral education, 96:407–10; Report on amendment to the constitution, 86:126–27; Response to welcome, 72:9; 99:58; Several problems in graded-school management, 74:254–63; Technical training in American schools, 80:222–8; Tribute to the memory of Bernard Mallon, 80:154–56; A true course of elementary instruction, +85:33–49; Discussions on: Academic and professional training, 89:402–3; Beginning of industrial education, 79:214–15; Christianity in the public schools, 69:19–20; City school systems, 84 pt. III:35; 89:438–40; 90:362, 465–66; 95:389–91; Coeducation, 90:345; College graduates as teachers, 02:285; The common school and the college, 68:25; Compulsary education, 71:223–24; 91:297, 302–3; Correlation of studies, 95:346; Dogma of formal discipline, 94:636; Education in the colonies, 1900:311; Education of the Indian, 90:495–96; of the negro, 90:519; Educational literature, 90:334; Educational value of manual training, 89:424, 427, 429; English, 02:483; Essentials in elementary education, 90:355; Ethical culture in higher education, 92:114–15; Examinations, +89:225–28, 251, 253; 02:182; as tests for promotion, 90:138–40; of teachers, +89:225–28; Good primary teacher, 71:114–15; Grading in country schools, 92:801; High-school question, +80:69, 71; Higher education of the rural population, 89:393; How to test a teacher's work, 95:231; Indian education, 84 pt. II:183–4; Individualism in mass education, 95:410–11; Manual training, +89:103, 105, 108–10; 1900:351; Mental science and object teaching, 70:86–87; Methods and courses of work, 97:215; Moral instruction, 72:24; Moral training in the public school, 86:147–48; Motives and means in school discipline, 70:145–46, 150; A national university, 74:97; Normal-school question, 71:147; Object lessons, 70:63–64, 86–87; Oral teaching, 84 pt. III:18; Organization and function of the N. E. A., 91:452–53; Psychology of imitative functions, 94:643–44; Qualification and supply of teachers, 91:439–40; Report of Committee of Ten, 94:661–62; Report of Committee on Normal Schools, 99:423; Requirements for admission to college, 91:322; Revision of the constitution, 70:102; School funds, 68:42–43; School superintendence in cities, 90:317, 319; School supervision, 68:44; Secondary school, 99:422; Simplified spelling, 01:220; Technical education of girls, 86:303; Tenure of office, 84 pt. III:25; Textbooks, 68:59; A university trust, 99:428; Usefulness of model schools, 68:49

White, Emerson Eldridge, *In memoriam* (E. W. COY) 03:369–73; Remarks: W. H. Bartholomew, J. M. Greenwood, J. Swain, 373–74

WHITE, FLORA J.—Physical effects of sloyd, 96:760–66

White, G. W., Discussion on Continuous sessions, 99:827

WHITE, JOSEPH.—Christianity in the public schools (address not published) 69:17–18; Discussion: R. S. Field, B. C. Hobbs, S. Lockwood, E. E. White, 69:18–21; Remarks at Boston banquet, 72:112; on Technical schools in Massachusetts, 73:94; Discussions on: Compulsory education, +83:76; Moral instruction in common schools, 72:26–27; Upper schools, 73:43; Value of supervision, 72:259

WHITE, S. H.—Means of providing the mass of teachers with professional instruction, 70:29–32; A national bureau of education, 64:180–84; Progress of normal schools, 71:119–22; Queries concerning the details of normal-school work, 77:167–71; Remarks at opening of convention, 71:13–14; Response to welcome, 74:6–9; States in which normal

schools are established, 71:119–22; Discussions on: Course of study for normal schools, 70:24–25; Normal-school work, 77:172

White, S. H., Notice of death of, 82:xv; Resolutions on, +82:106

WHITE, W. R.—Educational needs of the border states, 66:44–49

White-cross movement in education (F. E. WILLARD) 90:159–78

WHITFORD, W. C.—*In memoriam* Edward Searing, 99:248–49

Whitford, William Clarke, *In memoriam*, 02:900

WHITMAN, B. L.—Address of welcome, 98:45–49

Whitman, C. O., Letter on Greek for A.B. degree, 93:127

WHITNEY, ALLEN S.—Some practical results of child-study, 96:372–78

WHITNEY, EDDY R.—Nature-study as an aid to advanced work in science, 04:889–94

WHITNEY, EVANGELINE E.—Vacation schools, playgrounds, and recreation centers, 04:298–303

Whitney, Mellen A., Discussion on Standard course of study, 01:318

WHITTIER, F. N.—Physical training for the mass of students, 03:843–46

Whittington, H. B., Discussion on Industrial education, 79:215–16

Why do so many first-year pupils leave the high school? (R. P. HALLECK) 05:436–43

WICKERSHAM, JAMES PYLE.—Adequacy of normal schools, +88:70–74; American education at the Centennial Exposition, +75:55–59; American education for the American people, 66:23–43; Education and crime, 81:45–55; Education as an element in reconstruction, 65:283–97; Education at home and abroad [newspaper report] 79:71–74; Leading characteristics of American systems of public education, 81:94–104; A national system of compulsory education, 71:16–25; Remarks at Boston banquet, 72:113–14; Remarks on Educational exhibit at Centennial Exposition, +74:49–51; Report of committee on Educational representation at Paris Exposition, 1878, 77:255–56, 260; Report of committee on Relations of the Federal Government to Public Education, +75:79; Response to welcome, 81:6–7; Weak places in our school system, +81:24–27; Discussions on: Best school organization for a state, +77:106, 112; Brain culture, +75:42–44, 46, 47; Centennial Exposition, 59, 70–72, 74, 75; Culture in schools, 73:58–59; Education in Texas, 77:64–65; Industrial education, 77:222; National system of education, 72:282; Normal-school question, 71:146; School statistics of Pennsylvania, 77:254; Technical education, +79:44; Uniform plan for publishing statistics, +74:22–23, 24–26; Upper schools, 73:37; Value of supervision, 72:257

Wickersham, James Pyle, Biographical notice of, 65:229; Memoir of, 91:43

Wickersham, Dr. John, *In memoriam* (E. BROOKS) 92:598–600

WICKES, W. K.—Congressional work for youth, 96:604–13

Wieland, Otto E., Discussion on Function of grammar in teaching modern language, 04:528

Wiener, Professor, Discussion on Moral training in public schools, 86:143–44

Wiggin [Riggs], Kate D., Discussion on An ideal kindergarten training-school, 88:357–59

WIGGINS, B. L.—Forms of discipline and discipline of forms, 90:96–107

WILBUR, H. B.—Object system of instruction at Oswego, 64:189–209

Wilde, Frances, Discussion on English, 04:509

WILES, Mrs. ALICE BRADFORD.—Relation of the school board to the people, 97:974–82; Discussion on Selection of school boards, 97:995

Wilkinson, E. W., Discussion on Manual training, 03:217

WILKINSON, JASPER N.—The duty of the normal school in relation to district-school libraries, 04:919–23; Military training in the schools, 96:928–29; Organization of practice teaching in normal schools, 95:707–9; Report as Treasurer, 06:12–14; Discussions on: Heads of departments, 02:538; Library instruction in normal school, 03:982; Library privileges for villages, 05:857; Nature in elementary education, 96:153–55; Practice school as a public school, 96:661–63; Professor Rein's Practice School 96:650–51; Training of teachers, 02:249

WILKINSON, WARRING.—In what respects should the education and training of the blind differ from that of normal pupils? 99:1171–77

Will, The, 70:145–47

—— and the intellect (W. T. HARRIS), 96:440–46; Discussion, 447–48

—— Development of, through physical training (W. O. KROHN) 97:873–80

—— Education of (G. P. BROWN) 91:337–44

—— Freedom of, does it concern spontaneity or choice? (W. M. BRYANT) 92:552–55

—— Harmony between control and spontaneity (J. L. HUGHES) 92:187–98
—— Wundt's *Psychology of* (E. B. TITCHENER) 93:705–11
Will-training, Relation of instruction to (C. DEGARMO) 90:118–25; Discussion: J. Baldwin, W. N. Hailmann, 125–26
Willard, Emma, 72:135
WILLARD, FRANCES E.—Relation of the teacher to the reforms of the day, 75: 181–86; Woman's work in education, 84: pt. II:160–68; White-cross movement in education, 90:159–78
William McKinley Manual Training High School, St. Louis, 04:904
Williams, Mrs., Discussion on Higher education, 87:175
WILLIAMS, Mrs. DELIA LATHROP.—Ethical culture in elementary and secondary schools, 92:101–8; Teachers' reading-circle in education, 90:325–27; Discussion on Educational literature, 90:336–37
Williams, H. G., Discussion on Normal-school scholarship, 03:586
Williams, L. L., Discussion on Business education, 01:730
WILLIAMS, LILLIE A.—The new psychology in normal schools, 93:781–84; The teacher as a traveler, 98:247–49; Discussion on Test on ideals, 03:759–60
WILLIAMS, MABEL CLARE.—Laboratory tests as a means of child-study, 04:770–76
WILLIAMS, Mrs. N. S.—Union of oral teaching and book teaching in the several grades, 87:364–71
WILLIAMS, P. J.—Address of welcome, 86: 61–63
Williams, R. G., Discussion on Normal school work, 72:189–90
WILLIAMS, RUFUS PHILLIPS.—High-school chemistry in its relation to college chemistry [abstract], 03:873–77
WILLIAMS, SAMUEL GARDNER.—Higher academic degrees in pedagogy, 93:440–42; Natural sciences in elementary education, 92:323–31; Place and use of text-books, 71:77–81; Professional training of teachers in colleges, 94:93–100; Value to teachers, of the history of education, 89:223–31; Discussions on: Aesthetics in education, 97:346; Elementary science in public schools, 92:331; Free traveling library, 1900:654–55; Higher education, 96:439–40; History in elementary education, 92:316; Laws of mental congruence, 95:498; Libraries and schools, 98:1015; Mental science and object teaching, 70:85–86; Professional instruction of teachers, 70:36–38; Technological education, 96:427–28; Universities and schools, 91:500–2
Williams, Samuel Gardner, *In memoriam*, 1900:728
WILLIAMS, SHERMAN.—Public libraries and public schools, 99:455–56; Reading-lists, 99:457–66; Reading-lists for public schools, how prepared, how used effectively, 98:1022–26; Relation of public libraries to public schools, 99:270–75
Williams, Talcott, Letter on Greek for A.B. degree, 93:134–35
Williams, W. H., Discussion on Teaching patriotism, 90:113
Williams, William J., *In memoriam*, 01: 932
Williamson, Miss, Discussion on Laboratory botany, 01:583
WILLIS, AZALEA HOWARD.—Address of welcome to Art Department, 1900: 506–7
WILLISTON, ARTHUR L.—Organization of trade-schools: Point of view of a trade-school director, 03:612–17
WILMARTH, Mrs. HENRY M.—Address of welcome, 93:23
WILMOT, GEORGE W.—School music: Has it made music readers, 03:701–5
WILSON, CHARLES B.—Relation of advanced science to graded-school nature-work, 1900:592–600
Wilson, H. E., Discussion on Industrial education in Indian schools, 95:764
WILSON, H. G.—Drawbacks to civilization and citizenship (of Indians) 02:862–63
Wilson, H. L., Discussion on History in secondary Schools, 01:601
WILSON, JAMES.—Education of the American farmer, 02:93–100
Wilson, J. M., Discussion on Industrial School of the District of Columbia, +80: 67
Wilson, J. Ormond.—*In memoriam* Zalmon Richards, 1900:713–15; President's address, Department of Superintendence, +75:9–10; Report on the National Museum, 77:56–58; Resolution on industrial education, +79:91–92; Discussions on: Reading, +84:173–75; Uniform plan for publishing statistics, +74:15–16
Wilson, J. S., Discussion on Supervision of southern public schools, 98:330
Wilson, L. L. W., Discussion on Training-schools, 99:899
WILSON, LOUIS N.—Notes on a few books in child-study, 05:751–53
WILSON, W. E., Discussion on Training-schools, 99:900
WILSON, WOODROW.—Should an antecedent liberal education be required of students in law, medicine, and theology? 93:112–17

WILT, A. D.—Relation of business instruction to industrial, commercial, and financial interests, **93**:793–95

WILTSE, SARA E.—Child-study up to date, **96**:837–43; Purpose of the story in the kindergarten, **96**:473–78; Report from Boston of the National Association of Child-Study, **94**:1000; Sound-blindness, **89**:286–90; What can the kindergarten do for history and literature in the higher grades? **94**:691–96

WINCHELL, ALEXANDER.—Geology in early education, **90**:587–95

WINCHESTER, MYRA H.—Comparison of methods and results in child-study, **04**: 791

Windelband, Wilhelm, Sketch of (H. SCHWARTZ) **06**:425

WINES, E. C.—Popular education in France, +**79**:22–25

Winners of men (J. H. CANFIELD) **97**:169–73

Winnie, A. J., Discussion on All crime is disease, **05**:922

WINSHIP, ALBERT E.—Address before Department of Indian Education, **02**:878; **03**:1042; The American Institute of Instruction, **06**:457–63; Are business courses in public schools inimical to education? **02**:652–51; Educational cure of Mormonism, **86**:117–26; Educational pride and prejudice, **95**:999–1003; Herbert Spencer as an educational force, **04**: 230; *In memoriam* Mrs. Mary H. Hunt, **06**:296–97; Hiram Orcutt, **99**:243; Mrs. F. S. Parker, **99**:246; The mission of music in the public schools, **05**:630–33; Professional sentiment, **99**:229–31; Relation of music instruction to our educational system, **89**:693–95; Relation of the superintendent and the teacher to the school, +**88**:143–44; Response to address of welcome, **90**:90–91; **97**:44; The school of the future, **98**:276–77; School music in character making, **98**: 844–48; What the superintendent is not, **99**:307–9; Discussions on: City superintendents, +**89**:192; Compulsory attendance, **93**:83; Domestic science, **01**: 587; Individualism in mass education, **95**:409–10; Libraries and teachers, **97**: 299; Modern methods of elementary culture, **87**:99–101; Powers of superintendents, **95**:358; School statistics, **90**:385–87; Supervision by the supervised, **97**:238

Winslow, W. H., Discussion on Indian educational exhibits, **04**:983

WINSTON, GEORGE T.—Higher education in the South, **97**:183–90; Discussion on Translations from Greek and Latin, **96**: 572

Wirt, W. M., Report on the graduating system, **79**:176

Wisconsin Public day schools for the deaf, The (R. C. SPENCER) **98**:1056–57

Wisconsin, Recent legislation upon compulsory education in (N. C. DOUGHERTY) **91**:393–401

Wisconsin State Teachers' Association, **06**: 515

Wisconsin State University, Exhibit of mechanical engineering at Madison, **84** pt. 1:96–97

WISE, HENRY A.—Manual training in the primary and grammar schools, **89**:104–10; Discussions on: Algebra and geometry in grammar grades, **97**:659; City-school systems, **90**:467–68; Education of Indians, **90**:496–97; Enriching the course in elementary schools, **94**:441–42; Examinations, +**89**:223; Examinations and promotions in elementary schools, **94**:295–96; High-school assistants, **97**: 660; Methods of training teachers, **93**: 406–7; Study of English in public schools, **94**:293

WITMER, TOBIAS.—Benefits of phonetic spelling, **81**:277–79; Discussion on Normal training, **81**:215–17

WITTICH, GEORGE.—Physical training in the public schools, **97**:907–9

Woldmann, Herman, Discussion on Methods of teaching foreign languages, **96**: 585

WOLF, ERNEST,—Direct method of teaching a modern language, **05**:475–77

WOLFE, LLOYD E.—The human side of geography, **03**:143–53; Public-school system improved by legislation, **92**:198–204; Recognition of certificates and diplomas granted by state and county authorities, by schools of education, **04**: 306–7; Discussions on: Coeducation in high schools, **03**:300; Examinations, **02**:181; High schools, **99**:610; History, source-study, **97**:677; U. S. history in secondary schools, **98**:86

WOLKONSKY, SERGE.—Address of welcome, **93**:37–39

WOLVERTON, N.—Manual training and its place in the educational system of Ontario, **91**:752–57

Woman, Higher education of, contrasted with that of man (Discussion) **68**:35–36

Woman's clubs, Co-operation of, in the public schools (Mrs. ELLEN M. HENROTIN) **97**:73–83

Woman's education and work, List of articles on, 1874 to 1906, **06**:729

Woman's part in public-school education (Mrs. SARAH E. HYRE) **06**:51–58

Woman's work, Exhibit of, at New Orleans, **85**:534–39

Woman's work in education (Mrs. M. W. SEWELL) **84** pt. II: 153–56; (L. HOP-

KINS) 84 pt. II: 157–60; (F. E. WILLARD) 84 pt. II: 161–68

Women, Educational work for, in Australia, chiefly New South Wales (LOUISA MACDONALD) 93:887–90

—— A few words of retrospect and forecast (D. BEALE) 93:862–64

—— Industrial education of (E. S. CARR) 76:240–49

—— Modern system of higher education for, in Prussia (F. PAULSEN) 06:395–408

—— Needs of southern (C. CONWAY), 84 pt. II:169–76

—— Recent developments of education for the, and girls of India (E. A. MANNING) 93:890–900

—— Report on the higher education of, 85:9–12

—— students in the Scottish universities (L. STEVENSON) 93:877–79

—— Teachers, University Association of (CONSTANCE ELDER) 93:865–70

—— University education for, in England (M. G. FAWCETT) 93:853–62

—— World's need of business (Mrs. S. A. SPENCER) 93:800–3

Women's clubs as an educational factor (M. J. EVANS) 98:237–43

Women's clubs, A problem for (I. LAWRENCE) 05:724–27

Women's education in New Zealand (Mrs. S. ALDIS) 93:883–86

WOOD, Mr.—Discussion on Physical geography, 95:623

WOOD, DEVOLSON.—Discussion on Value of applied mathematics, 93:586–87

Wood, H. C., Discussions on: Physics for college admission, 97:943; Teaching physics, 01:594

WOOD, STELLA L.—International kindergarten union, 03:406; Discussion on Myth and history, 02:453

WOOD, THOMAS D.—How to improve public-school gymnastics, 03:828; School hygiene in its bearing on child life, 03: 778–84; Some unsolved problems in physical education, 93:621–23; Discussion on Scope of public school, 03:1003

Wood-carving, 92:668

Woodbury, Professor, Discussion on Technological schools, 93:553

WOODFORD, STUART L.—The American public school, 96:158–61

Woods, F. M., Discussion on Libraries and teachers, 97:299

Woodward, Miss, Discussion on Reading-lists, 98:1027

WOODWARD, CALVIN M.—Addresses of welcome, 04:45–46, 968–69; Function of American manual-training school, 82: 140–57; Function of the public school, 87:212–24; Lessons in school administration to be gained at the (St. Louis) Fair [abstract] 04:907–10; Manual training, 83:84–99; in secondary grades and colleges, 05:262–70; New demands upon schools by the world's industries, 93: 594–97; Opportunity and function of the secondary school, 03:60–65; Organizations and plans for manual-training schools, 94:876–77; Relation of manual-training to body and mind, +89:91–102; Answers in Discussion, 102–7; Relation of manual-training schools to technical schools, 88:583–88; Report of Committee on Technical Education, 94:606–17; Report of progress of manual training, 89:663; Report upon Classification, nomenclature and practical details of manual training, 90:761–85; Results of the St. Louis Manual-Training School, 89:73–91; The teacher of tool-work, 91: 749–52; What shall be taught in an Indian school? [abstract] 01:904–9; What should be added to the elementary course of study to meet the industrial needs of the localities? 93:266–68; Discussions on: Best methods of introducing manual training into the schools, 89:617, 618, 619; Education for the trades in America, 01:676–79; Educational progress, 03:340–41; Educational training for an engineer, 93:582; Educational value of manual training, 89:424, 425, 426, 427, 429; French system of industrial and manual instruction, 93:597–99; Higher education, 94:624; Limitations in industrial training, 88:555–56; Manual training, 01:270; in high schools, 04:619; Physical science in the common schools, 72:159; Report of Committee of Ten, 94:661, 663–64; Saving time in education, 03:327; Sloyd and Russian systems, 93:605–6; Technical and liberal education, 94:619

Woodward, Gertrude E., Suggestions for securing libraries, 99:505–6

Woodwork in grammar grades (V. G. CURTIS) 94:261–67; Discussion with illustrations: C. B. Meleney, 267–77; 96: 774

WOODWORTH, W. A.—Shorthand and typewriting, 95:882–89

Worcester Academy, Work in physics at, 93:203, 207

Worcester Free Institute, Technological training at (C. O. THOMPSON) 77:237–46; Statistics, 246–52

Worcester public schools, Eye and ear examinations in, 04:950

WORDEN, J. PERRY.—Illustrated aids to the teaching of German, 04:533–36; Discussions on: High school, 04:496; Rapid reading of a modern language, 04: 532

Work, The gospel of (E. G. COOLEY) 01: 197–201; Discussion: E. H. Mark, 201

Work, Lines on (H. VAN DYKE) 06:130

Work and play in the kindergarten (Mrs. A. H. PUTNAM) 01:502–7

Work and play in the primary and grammar grades (C. M. POWE) 01:507–12

Work and play in youth (M. V. O'SHEA) 01:513–18; Discussion: G. S. Hall, Mrs. A. H. Putnam, 518–23

Work and play, Necessary elements in (C. G. O'GRADY) 01:527–32

Workshop, From practical to intellectual in the (A. W. RICHARDS) 02:550–58

World's Columbian Exposition (Chicago): American Educational Exhibit at the International Exposition of 1892 (JOHN EATON) 90:391–94; (J. H. CANFIELD) 90:394–96; (A. P. MARBLE) 90:396–99; (AARON GOVE) 90:399–401; (E. E. HIGBEE) 90:401–3; (C. K. ADAMS) 90: 403–4; (HENRY SABIN) 90:405–6; (J. MACALISTER) 90:406–10; (G. HOWLAND) 90:410–11; (C. W. BARDEEN) 90:411–18; (C. W. PARKS) 90:419–22; (W. E. SHELDON) 90:422–25; (N. M. BUTLER) 90:425–28; (T. B. STOCKWELL) 90:428–30; (J. HANCOCK) 90: 430; (T. J. MORGAN) 90:430–31; (G. S. HALL) 90:431

—— Educational Exhibit of the (S. H. Peabody) 92:583–90; 94:60–66; (J. EATON) 94:515–16; Discussion: A. G. Lane, 527

—— Representation of educational systems at the (A. G. LANE) 92:161–65

—— What should secondary schools do to promote their interests at the (J. L. HALLOWAY) 92:353–54

World's Congresses of 1893 (C. C. BONNEY) 92:166–74, 380–83

World's Cotton Centennial Exposition, New Orleans, La., Reports of the exhibits at, 85:512–51

World's Educational Congress (W.T. HARRIS) 92:591–96

—— Report of Committee on Arrangements, 92:117–20

Worthington, John D., Discussion on Sociological factors, 96:276–77

WRIGHT, A. O.—Needed changes in Indian schools, 02:872; Discussion on Indian educational exhibits, 04:985

WRIGHT, B. W.—Tenure of office of teachers, 98:996–99

WRIGHT, CARROLL D.—Preliminary report of Committee on Salaries, Tenure, and Pensions of Teachers, 04:370–77; Report of the Committee on Salaries, Tenure, and Pensions of Public School Teachers in the U. S. Special publ. July, 1905; referred to in this index as **Com. Sal., 05**

Wright, G. G., Discussion on A national university, 73:125–27

Wright, Rev. John, Discussion on College fraternities, 90:712

WRIGHT, JOHN H.—Place of original research in college education, 82:91–115

WRIGHT, RICHARD R.—Education of negroes, 94:185–86; Discussion on Negro teachers, 1900:490

WRIGHT, ROBERT H.—How to make the library useful to high-school pupils, 05: 864–67

Writing, 80:115, 123; 87:692

—— Business, 96:798

—— Effect of, on the nerves, 96:377

—— Elimination of, 94:717

—— in grades below the high school (J. F. BARNHART) 01:749–53; Discussion: F. F. Musrush, 753–54

—— List of articles on, 1893 to 1905, 06: 730

—— on blackboard, 96:377

—— Position in, 92:687

—— Practical course for colleges and public schools, to answer the needs of the people (A. N. PALMER) 96:825–32

—— Psychology of reading and (R. MACDOUGALL) 05:399–405

—— Relation of, to reading (F. B. GRIFFITHS) 05:397

—— Shall reading and, be taught in the kindergarten? (Mrs. A. H. PUTNAM) 93: 327–28

—— Teaching, 93:760; (J. P. BYRNE) 94:984–89

—— Vertical, 94:723 (ANNIE E. HILLS) 96:541–48

WUERPEL, EDMUND H.—Influence of the art school and art museum on civic life, 04:637–43

Wundt, Wilhelm, Sketch of (H. SCHWARTZ) 06:428

Wundt's *Psychology of the Will* (E. B. TITCHENER) 93:705–11

WYCKOFF, ADELAIDE E.—Constitutional bad spellers, 93:762–65; Discussion on Child-study, 94:184–85

Wyer, J. L., Discussion on Libraries and teachers, 02:811

WYGANT, M. H.—Education in Arkansas, 69:13–14

Wylie, Theophilus Adam, *In memoriam*, 95:208

Wyman, K., Discussion on Physical science, 02:474

Y

Yale College, Entrance requirements of (T. D. SEYMOUR) **96**:635–41

YEAGER, R. L.—School boards—what and why? **96**:973–79; Discussion on Shall teachers be pensioned? **96**:996

Yellowstone National Park, **81**:132–42

Yerby, John D., *In memoriam*, **02**:900

YODER, A. H.—Sex differentiation in relation to secondary education, **03**:785–90; Discussion on Puberty and adolescence, **97**:851

York, B. C., Discussion on State and county superintendents, **02**:230

YOUMANS, E. L.—The study of matter and the progress of man [abstract] **60**:9–10

YOUNG, C. C.—The use of the library, **99**:1150–55

YOUNG, CHARLES S.—Coeducation of the races, +**86**:96–103; Remarks, as President of Department of Superintendence, **86**:335–36

YOUNG, Mrs. ELLA FLAGG.—Grading and classification, **93**:83–86; How to teach parents to discriminate between good and bad teaching, **87**:245–49; Influence of the city normal school or training school, **06**:121–24; Literature in elementary schools, **96**:111–17; Saving of time in elementary and secondary education, **03**:322–27; Discussion on Isolation in the school, **01**:363; Saving time in education, **03**:328

YOUNG, GEORGE C.—Value of music in public education as a means of discipline and culture, **92**:515–19

YOUNG, JAMES T.—Essential elements of study in a university course in commerce: Point of view of University of Pennsylvania, **05**:696–98, 703–5

YOUNG, JOHN.—Laws of nature, **58**:46–62

Youth, Work and play in (Mrs. A. H. PUTNAM) **01**:502–7

Yust, Mr., Discussion on Librarians and books, **97**:1030

Z

Zamacona, Manuel de, Letter regarding American school system, +**75**:107

ZAMORA, Señora MARIA DEL PILAR.—A Filipino's view of education in the Philippines, **04**:468–71

Zeller, Eduard, Sketch of (H. SCHWARTZ) **06**:422–23

ZETTLER, MORITZ.—Gymnastics in the kingdom of Saxony, **93**:670–73

Zimmern, Helen, Discussion on Supervision of schools, **93**:191–92

Zirkle, Homer W., Discussion on School hygiene, **03**:784

ZOLNAY, GEORGE JULIAN.—The architecture of the Exposition, **04**:167–72; Sculpture and decoration at the Exposition, **04**:163–65

Zoölogical psychology and child-study (L. W. KLINE) **04**:776–82

Zoölogy, as a factor in mental culture (S. H. GAGE) **96**:960–67

—— for secondary schools, Outline of work in (O. S. WESTCOTT) **Com. Ten, 94**:154–58

—— in the high-school curriculum (H. B. WARD) **97**:952–57; Discussion: E. R. Boyer, 957

—— Instruction in, at Harvard College, **72**:236

—— The pedagogical content of (N. A. HARVEY) **99**:1106–12

—— Report of Committee on, for college-entrance requirements, **99**:805–8

STATE NORMAL SCHOOL
LIBRARY
ARCATA, CALIF.